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ABSTRACT

A study examined curriculum policies and practices within technical and further education (TAFE) in Australia. To isolate and explain differences in patterns of curriculum development (CD) within the TAFE sector, researchers administered a set of three-tiered questionnaire information-gathering sheets to curriculum developers and project managers of 33 selected case study projects from the eight states and territories. Included among the study findings are the following: a balance between the head office administrations and the colleges of the TAFE authorities exists in the recognition of educational and training needs; in most areas, demand is investigated formally by means of structured industrial and occupational surveys and is checked by analysis of enrollment patterns; political influences are often felt in CD efforts; in trade-based vocational courses, a distinct move toward developing along modular lines; and positive movements in all TAFE authorities come to grips with a suitable classification and nomenclature policy statement for TAFE awards relevant to that authority. Recommendations include calls to remedy various shortcomings affecting TAFE vocational CD, to develop cooperative ventures among the states and territories, and to undertake complementary studies. (MN)

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AN INVESTIGATION INTO THE CURRICULUM DEVELOPMENT PROCESSES IN TAFE IN AUSTRALIA

A COMPARATIVE ANALYSIS

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REPORT

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AN INVESTIGATION OF THE PROCESSES OF CURRICULUM DEVELOPMENT
IN TAFE IN AUSTRALIA

A TAFEC FUNDED PROJECT

J.S. Broderick
Project Manager

D.H. Kuhl
Grantee

Department of Further Education (South Australia)
Institution supporting the project

A co-operative venture involving the six States and two Territories of Australia

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Through the delegates of the State/Territories the Report was checked for errors of fact and the opportunity was given for the findings to be challenged. The delegates at the meetings of the National Steering Committee endorsed the Project Manager's findings and recommendations on the individual States and Territories and also formulated recommendations on the National Steering Committee's own account. These latter recommendations are listed in the Report (Section VII, National Recommendations).

STANDARDS APPLIED TO THE INVESTIGATION

To interpret the information below, the reader needs to refer to the full text of standards as they appear in the document Standards for evaluations of educational programs, projects and materials. Joint Committee on Standards for Educational Evaluation, New York: McGraw-Hill, 1980.

The standards were applied to the investigation as indicated below:

STANDARD	COMMENTS RELATING TO THE APPLICATION OF THE STANDARDS	STANDARD	COMMENTS RELATING TO THE APPLICATION OF THE STANDARDS
A. Utility			
1. Audience identification	TAFEC, State and Territory TAFE Authorities, Conference of TAFE Directors, Australian Education Council; staff in State and Territory TAFE authorities responsible for curriculum development, as defined in this report, TAFE National Centre for R&D; teaching and research community.	8. Impact of the study	The scene has been set for TAFE authorities at State/Territory and national levels to consider and act upon the report. In this regard, the stimulus given to national curriculum research and development activity makes the report most timely. National Workshop held on 11 November, 1981 at which this report topic and its contents were considered, and attracted comments from a range of persons from across Australia. The Workshop report contains follow-up remarks covering six major areas of interest; future impact particularly in regard to audiences listed in A1 will be registered. In particular, the TAFE National Centre for R&D is already monitoring patterns of curriculum development across Australia using this report as a base.
2. Researcher credibility	Standard deemed adequate for both research and management requirements.		
3. Information scope and selection	Standard deemed adequate.		
4. Valuational interpretation	Standard deemed adequate.		
5. Report clarity	The hard copy/microfiche version is deemed suitable for practitioners in particular. The full hard copy version is deemed suitable for specialist curriculum development and research staff.	B. Feasibility	
6. Information dissemination	Project document circulated in-committee and information disseminated per members as State/Territory representatives. Document for public distribution disseminated to audiences listed in A1 above. Also being accessioned through AEI, AUSINET, DIALOG, ORBIT and ERIC data bases as well as per ISBN number. National Workshop, State level seminars have provided venues for the dissemination of information.	1. Practical procedures	Standard deemed adequate, especially in regard to management and research procedures. The completion of the project in accord with the project specification demonstrates the feasibility.
7. Report timeliness	Report is timely in relation to States/Territories, particularly as information in the in-committee stages was utilized from the outset by sections of the audiences listed in A1 per Steering Committee members particularly. As the project is a co-operative venture between the States and Territories, national findings were progressively utilized as information infiltrated into TAFE authorities in the manner described above as well as via a National Workshop held in November, 1981.	2. Political viability	Standard deemed applicable, especially in regard to co-operation of a variety of organizations and individuals. In particular, formal consensus has been achieved at national level.
		3. Cost effectiveness	In a sense this project is nine projects, namely; 1. Eight separate overviews and surveys, one for each of the six States and two Territories. 2. A comparative analysis of the processes of TAFE curriculum development in Australia, along with national recommendations. For a budgeted expenditure of close to \$20 000 this multi project exercise represents considerable cost benefit advantage over other one up studies. The methodology and procedures were shown to be workable; back-tracking using alternative approaches was avoided and hence costs were kept at the budgeted level.

C. Probity 1. Formal obligation 2. Conflict of interest 3. Full and frank disclosure 4. Public's right to know 5. Rights of human subjects 6. Human interactions 7. Balanced reporting 8. Fiscal responsibility	These were stated in detail in the project contract, the project specification, project position papers and in the records of Steering Committee minutes. Standard deemed adequate, especially as the project manager has in the latter stages of the project been outside the TAFE scene as a retired person. Also the blend of research and management expertise and the controls thereof, allowed for conflicts of interest to be minimized as did the controls and responsibilities set for all other parties involved. The consensus mechanisms achieved were shown to be effective in that a high level of endorsement was registered. Standard deemed adequate, especially as opportunities were given for correcting errors of fact and challenging findings. In addition, once a challenge to a finding was sustained the wish of the party concerned was respected in regard to correcting the line of argument previously questioned. The status of all recommendations has also been made clear. Furthermore, the public report itself is a disclosure to the public at large of what was previously in-committee material. Standard deemed adequate, especially in regard to the individual's right to confidentiality. Standard deemed adequate, especially in regard to high level of personal contact throughout the data collection phase as well as at all other stages. Standard deemed adequate. Standard deemed adequate, especially as formal checks within (e.g. Steering Committee actions) and outside (e.g. national workshop response) the project allowed for response to this question. Standard deemed adequate, supplemented by significant voluntary input.	4. Defensible information sources 5. Valid measurement 6. Reliable measurement 7. Systematic data control 8. Analysis of quantitative information 9. Analysis of qualitative information 10. Justified conclusions 11. Objective reporting	Standard deemed adequate (except 'for other issues' section of report where different standard applies). The case study approach was used basically to verify the processes of curriculum development as originally presented in formal documents. The ability of this approach to cover totally the whole field, was accepted, and a back-up verification by Steering Committee members was used. Standard deemed adequate, for the period over which the data was collected, namely, October-November, 1980. Standard deemed adequate, as controlled by the consistent application of research and management methodologies. Standard deemed adequate, as controlled by tabular structure set up for within and between State/Territory analyses. Standard deemed adequate, as controlled by consistent application of categories of curriculum development. Considered that the findings and conclusions are consistent with the background, input, process and outcome issues discussed. Status of the recommendations is recorded. Also, the recommendations are considered to not be inconsistent with the findings and conclusions. Standard deemed adequate, especially as the in-committee and wider consultancy processes are considered as having optimized the objectivity of the report. Where there are differences of opinion, or where changes in process have occurred, these are reported as footnotes in the text (refer also item C5).
D. Accuracy 1. Object identification 2. Context analysis 3. Described purposes and procedures	Standard deemed adequate, and endorsed as such. Standard deemed adequate, and endorsed as such. Standard deemed adequate, and endorsed as such.	The above statements are registered by the project team and endorsed by the Steering Committee as well as by members of Committee acting for their respective authorities. Dr. Jillian Maling, Director of Academic Programmes, South Australian College of Advanced Education has verified that the standards as described are adequate from the point of view of project feasibility. Mr. Graham Hermann, Co-ordinator, the TAFE National Centre for Research and Development, has stated that the standards as described appear to be applicable to the application of these findings and conclusions at the national level.	

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- . The National Steering Committee, which met on three separate occasions: in September, 1980, in Adelaide to examine the Project design, planning, management and research methodology; in May of 1981 in Melbourne, to examine and offer further advice on the Project Working Document; and in Adelaide in September, 1981, to finally appraise the Project Document and to give it their endorsement.

The membership of the National Steering Committee is listed in the Administration of the Project section of the Report.

- . Mr. Dean Kuhl, who as the PEO, Applied Educational Research Section of the DFE Research Branch and the Branch's Projects Programme Manager, worked closely with the Project Manager (the writer).
- . The Project Management Group, which comprised Dean Kuhl; Roger Mathers, Superintendent of the South Australian Department of Further Education Curriculum Development Branch; Mr. John McCarthy, PEO, Technical Studies, Curriculum Development Branch and the Project Manager.
- . The respondents to the interviews conducted by the Project Manager during his interstate visits gathering data for the case studies:

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- . Ms. Susan Lee, Teacher, Bruce TAFE College
- . Ms. Joan Walters, Teacher, Canberra College of TAFE
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- . Mr. Kevin Johnson, Teacher, Canberra College of TAFE
- . Mr. Phillip Smart, Teacher, Canberra College of TAFE
- . Mr. David Bayley, ACT Office of Further Education, who was an observer at the Melbourne meeting of the National Steering Committee, May 1981

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- . Mr. Alan Bowen, SEO, Curriculum Branch (TAFE)

South Australia

- . Mr. David Furber, EO, Technical Studies, Curriculum Development Branch
- . Mr. Colin Thorn, PEO, Business Studies, Curriculum Development Branch
- . Mr. John Mitchell, PEO, General Studies, Curriculum Development Branch, DFE, who gave advice in the early stages of the Project and acted as Minute Secretary at the First Meeting of the NSC in Adelaide
- . Mr. John McCarthy, PEO, Technical Studies, acted as Minute Secretary at the Third Meeting of the NSC

Tasmania

- . Mr. Robert Brown, Co-ordinator, Agricultural Studies, Education Department of Tasmania

Victoria

- . Mr. Graham Foster, TAFE Services, Planning Services Division
- . Mr. Jeff Linden, Professional Assistant to Assistant Director, Technical Education (Curriculum), Technical Schools Division
- . Mr. Ian Mitchell, Head of Study Area, Agriculture, Technical Schools Division, Education Department, Victoria
- . Ms. Joan Betenall, Curriculum Research Officer, Box Hill Technical College (LPG and Quarrying courses)
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Western Australia

- . Mr. Tom Goode, Acting SEG, Curriculum Research and Development Section, Technical and Further Education Division, Education Dpt. of WA
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- . Mr. Harvey Davis, A/Education Officer, CR&D Section, TAFE Division, Education Dpt. of WA
- . Mr. John Baker, Superintendent, Education Dpt. of WA

Administrative Assistance

- . Ms. Karen Moorfoot, Adelaide College of Further Education, School of Plumbing and Sheetmetalwork, who typed all of the Working Document of the Project as presented at the Second Meeting of the National Steering Committee in Melbourne in May 1981. Karen also typed some of the Project Document.
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- . Ms. Eileen Smith, who gave clerical assistance during the final stages of the Project.

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- . Mr. John Braddy, Acting Supervisor, TAFE Services in Victoria, who was responsible for the arrangement of the venue and general assistance in the mounting of the Second Meeting of the National Steering Committee in Melbourne in May, 1981.
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- . Mr. John McCarthy, PED, Technical Studies, Curriculum Development Branch, South Australian DFE.
- . Ms. Rhonda Kler for assistance with TAFE Clearinghouse input.
- . Dr. Jillian Maling, Director of Academic Programmes, South Australian College of Advanced Education for consultancy support, especially in the early and final stages of the Project.

GLOSSARY OF TERMS

(WORKING DEFINITIONS)

INTRODUCTION

The National Steering Committee of the TAFEC project "Investigation into the Curriculum Development Processes in TAFE in Australia" approved the terms covered in this glossary as being relevant and valid working definitions used to describe the study, its findings and recommendations as reported in this document.

The reader is advised that these working definitions apply to curriculum development processes in TAFE as treated in this report and may have different meanings in other aspects of TAFE.

TERMS RELEVANT TO TAFE

ACCREDITATION

A certification by some competent body that a course is likely to achieve the purposes for which it was introduced and that it fits in a defined category of courses.¹

AIM

Course curriculum aims are generally statements of intention, clarifying to whom the course is addressed and identifying the particular occupation or job cluster for which the course was designed.

APPRENTICESHIP

"A period of long-term training substantially carried out within an undertaking and regulated by statutory law or custom according to an oral or written contract which imposes mutual obligations on the two parties concerned: the trainee and normally an employer who has assumed responsibility for giving the trainee 'initial training' for a recognised occupation subject to apprenticeship."²

BASIC TRAINING

"Training aiming at imparting the fundamentals of an occupation or a group of occupations with a view to qualifying the trainee for immediate employment or to providing the basis for 'specialisation'. It may, but will not always, be recognised as a distinct phase of 'initial training' - it may constitute a part of retraining."^{2a}

BEHAVIOUR

The response(s) made by a person to internal or external stimuli. Responses may be overt (observable, external) or covert (unobservable, internal). Behaviour is influenced by:

- perceptual ability in recognising the significance of stimuli, normally creating the expectancy of a certain kind of experience;
- pre-determining factors such as constitution (e.g. physique, health, temperament), experience (e.g. knowledge, beliefs, opinions) interests and intentions, and
- the ability to respond in an appropriate manner.³

BEHAVIOURAL OBJECTIVES

An unambiguous statement of (a) what a learner is expected to be able to do as a result of a learning experience, (b) the facilities and constraints under which the performance is carried out, and (c) the level of performance in terms of time, quality, accuracy and completeness of the tasks involved.

The derivation of such behavioural objectives from task and job analysis often is a prerequisite of any vocational educational/training activity.⁴

Judicious use of such objectives and the design of learning experiences to achieve them is relevant to the efficiency and effectiveness of training and the transfer to the job situation of the attitude/knowledge/skill behaviour pattern which has been developed.

BLOCK RELEASE

"The system by which a trainee (apprentice) is authorised to be absent from work, with or without pay, in order to attend part-time courses of related instruction and general education constituting part of his education/training programme."⁵

In Australia block release is one of several systems of vocational trainee/apprentice attendance at TAFE institutions and generally applies to the compulsory institutional vocation education/training programmes legalised by apprentice/industrial training acts of parliament.

BLOCK RELEASE (cont'd.)

The implementation of the system is usually carried out by the TAFE authority working in collaboration with the relevant state/territory statutory authority administering the provisions of the act.

Block release may be arranged as a number of weeks of continuous education/training each year of the compulsory institutional education/training part of the indenture or contract.

Block release is for a continual period of time as distinct from day release, which is expressed as the number of days per week for which an apprentice is released.

BRAINSTORMING

A technique used as a means of finding solutions to various problems which arise in any organisation or as a means of obtaining ideas. A small group of people with or without conscious knowledge of a subject may meet and submit any suggestion or idea (usually relevant to the subject) that comes into their heads, no matter how pedestrian, fantastic or impossible it may sound. Subsequently all ideas submitted at the meeting are sifted and assessed.

This has now become a sophisticated and controlled technique - known as the 'Delphi Technique' as developed by the Rand Corporation.⁶

CASE STUDY METHOD OF TEACHING

A learning technique in which a real life situation or a series of actual events is presented to trainees (either orally or by case papers issued in advance) for their analysis and consideration of possible solutions of problems identified. Their findings are normally compared with the way in which the real life situation subsequently developed.⁷

• CLASSIFICATION AND NOMENCLATURE OF TAFE AWARDS

A listing of a state/territory TAFE awards according to established criteria, such as the TAFEC listing of streams and fields of study. The criteria used in the listing (classification) generally include: entry level, aims and objectives, the level of the course in terms of rigor, depth of study and length in hours relative to similar study areas in the tertiary sector of education.

The naming of TAFE awards may include: TAFE diploma, associate diploma, advanced certificate, certificate, course award, and for some courses, non award.

• COMMITTEE

A small group of persons appointed or elected to perform a task that cannot be done efficiently by an entire group or organisation, or done effectively by one person.⁸

• COMMON CORE CURRICULUM DEVELOPMENT PROCESSES (TAFE)

In the context of this Report the concept of common 'core' curriculum development processes is intended to mean that there are essential basic processes which must be carried out to develop new and revised courses in TAFE anywhere in Australia.

It should be noted that the term common 'core' processes used in the context of this Report is not to be associated with the concept of common core syllabuses used in areas of education outside of the TAFE framework or within the TAFE arena.

• COMMON CORE SYLLABUS (TAFE)

Applies to some courses in TAFE (usually in certificate courses) where a common core of subjects is listed as forming the core knowledge and skills relating to a study area which has several associated and specialised sub-areas.

Upon completion of the course the student is equipped with common knowledge and skills which allow him to practise his specialisation and to be competent in the general study area as well, e.g. Auto-motive Engineering certificate courses.

The term common core syllabus may also include National Common Core Courses, where a core of knowledge, skills and practices, is established for the purpose of some degree of interchangeability, accreditation and reciprocity between the States/Territories for some TAFE courses, e.g. the National Common Core Syllabus in Plumbing, Gas Fitting and Draining, and the National Common Core Syllabus in Electrical (both at trade level).

• COMMUNICATION SKILLS

"Refers to the oral, written or audio-visual techniques utilised in successful communication, and the ability of using these techniques. In the case of vocational education, for example, it may concern technical drawing."⁹

• COMPETENCE

Ability to perform a particular activity to a prescribed standard. The activity may involve the development of a variety of skills.¹⁰

• CONTENT

Mainly the substantive information (subject matter) in a learning programme. The "what" of education as compared to the "how".

CONTENT (cont'd.)

The "what" could be considered content, the "how" process. In programme planning, the topics developed for treatment in the learning activity being planned.

The above generally applies, but there may be learning activities which combine the "what" and the "how".

The substance or subject matter of an educational programme as a whole or any one of its parts. With reference to technical and vocational education, content includes not only the substantive knowledge to be acquired, but also the practical skills.¹¹ Content may also influence students attitude to the study.

COURSE

- (a) A specific, planned body of knowledge and/or skills offered to a student with the aim of raising his level of knowledge and/or skill so that certain occupational tasks may be competently performed, and at the same time effect attitudinal changes through the general educational processes implicit in the programme.
- (b) "An educational unit within the curriculum dealing systematically with a particular subject or 'discipline' in prescribed ways: lectures, laboratory work, workshops etc. A series of such courses (e.g. mathematics, physics and electricity) are thus co-ordinated to form the curriculum."¹²

COURSE ASSESSMENT (PART OF EVALUATION)

A general term covering the judgement of suitability of a course to meet identified learning needs and the subsequent assessment of the extent to which those needs have been satisfied.

CONTINUING EDUCATION (AND USED BY UNESCO AS PART OF RECURRENT EDUCATION)

"A comprehensive term referring to all forms and types of education pursued by those who have left formal education at any point and who entered employment and/or assumed adult responsibilities - however these may be defined in a particular society. Thus continuing education might allow one person to complete a level of formal education, another to acquire knowledge and skills in a new field, another to refresh or update his knowledge in a particular field, another to improve his professional qualifications. Continuing education, while not necessarily restricted to programmes related to career or job considerations, is most often pursued with those in mind, as the equivalent French term 'formation continue' indicates.

'Continuing education' may be organised within the formal education system, given within specific programmes organised outside this system, or provided on a non formal basis."¹³

CORE CURRICULUM

"A term usually applied to secondary education, although it may be applied in some higher education programmes, referring to the organised curriculum which is considered essential and obligatory for all students in a particular educational programme regardless of their fields of specialisation or their interests."¹⁴

CORE SUBJECTS

- (a) "Refers to the various elements of the 'core curriculum' and especially to the individual subjects of common interest to all students within a diversified education system, regardless of their stream or orientation."¹⁵
- (b) Core subjects may also refer to some vocational courses in TAFE where all the students enrolled in a course pursue a core of basic or enabling subjects in the initial phase/stage before moving into a related, but specialised education/training which forms part of the particular course. (Core subjects may also be found in latter stages of TAFE courses.)

CRITERION

A standard of judgement accepted as a basis for comparison or evaluation. A criterion may also apply as a standard of measurement.

CRITERION REFERENCED TEST

A test of performance, in the appropriate written, oral or practical form, designed to measure whether to what degree the learner has satisfied the criteria established by a specified behavioural objective. It can also be given as a pre-test to identify individuals who need the training and to establish a "base point" from which to measure progress; and/or as a post test to measure the effectiveness of the programme by comparing the pre-test and the post-test scores.

CURRICULUM (There are several alternatives)

- (a) "An organised programme of studies and learning experiences, the successful completion of which is considered necessary to achieve specified educational goals corresponding to different levels of knowledge and qualification."¹⁶
- (b) The term curriculum is a broad concept and may be taken to encompass the whole complex of learning programmes of a state/territory department or of an educational institution forming part of a state/territory authority.
- (c) Curriculum is the planned composite effort of a learning institution to guide student learning towards learning outcomes.
- (d) A curriculum is an attempt to communicate the essential principles and features of an educational programme in such a form that it is understandable, open to critical scrutiny and capable of effective translation into practice.

CURRICULUM (TAFE VOCATIONAL)

The activities experienced by a person following a TAFE vocational course or programme which is planned to promote learning; provide knowledge and skills for an occupation or a group of occupations; give an opportunity for personal development; allow the acquisition of knowledge and skills to enable the person involved to perform satisfactorily in the occupation for which the course has been designed; foster positive attitudes in the student to his vocation and to changes which may occur in that occupation; to complement "on the job" training with the course education/training occurring in the college(s); and to build on to knowledge and skills already acquired by the student in previous education programmes.

CURRICULUM COMMITTEE

In the context of this Report the term applies to a committee of the recently established TAFE BOARD in Victoria and has within its power and responsibilities to make recommendations to the TAFE BOARD regarding:

- the broad principles for planning government funded TAFE programmes;
- the procedures for submission and approval of programmes;
- the accreditation of programmes;
- the classification and nomenclature of programmes;
- the resources required to introduce a new programme;
- the evaluation of accredited programmes;
- a master plan for the location of TAFE BOARD accredited programmes;
- any curriculum liaison function established by the TAFE BOARD and VPSEC; and
- any curriculum issues that are referred to the committee.

The term may also apply to standing committees of curriculum development branches/sections of other Australian TAFE authorities, e.g. the Curriculum Committee System of the Curriculum Development Branch of the South Australian Department of Further Education.

DACUM

The term 'DACUM' is a shorthand expression meaning 'developing a curriculum' and in practice is a short form of that development. The DACUM method was designed and developed by the Centre for Continuing Education, University of British Columbia and the Ministry of Education of British Columbia. The purpose of the method was to assist industry/commerce/occupation employers to select knowledge and skills required to achieve the occupational tasks of the job, which would best be learned in an educational/training programme in an educational institution.

The methodology used is to conduct a particular form of 'brainstorming' session involving the industrial experts from the work place and educational curriculum persons. The aim of the brainstorming session is to establish a 'job analysis' and a set of 'performance objectives' for the educational/training programme to be conducted in the vocational education/training institution.

The selection of evaluation instruments; the choice of instructional techniques; and the organisation of instructional resources, are entirely the responsibility of the educational institution, although an ongoing two way feedback between the educational institution and the industry is maintained.

DACUM provides an organisational plan which has the advantages of: a continuing liaison with industry; the requirements of the job are analysed and the instruction planned so that the student who completes a programme is able to perform the tasks required for the job; the qualifications of the graduating student match the qualifications that the industry seeks; it is systematic in that all the tasks the

DACUM (cont'd.)

employee is expected to perform are identified and broken down into manageable segments for easier teaching and learning; meaningful feedback takes place; and cost savings are achieved when compared with lengthy industrial surveys.

DEMAND (EDUCATION AND TRAINING)

A quantitative measurement of the vocational education/training need in terms of the number of students requiring the services of the TAFE institution(s) concerned with the proposed course.

EDUCATIONAL ACHIEVEMENT (PERFORMANCE)

"The extent to which an individual has met educational standards set for any level and any type of education."¹⁷

EDUCATIONAL INSTITUTION

Any institution (school, college, university, etc.) in which programmes of education are offered, whether full-time or part-time.

EDUCATIONAL TECHNOLOGY

"The methods and results of technology applied to solving problems arising in the teaching and learning process."¹⁸

In the context of Australian TAFE (and elsewhere) educational technology is the technology applied to the teaching and learning process associated with the design of the course, print and non print teaching/learning aids, e.g. audio visual hardware and software associated with learning resource centres and multi-media centres.

ENABLING OBJECTIVE

A statement of the steps a student must be able to do to enable him to ultimately achieve a subsequent terminal objective. An enabling objective centres on the necessary knowledge or skill which bridges the gap between existing student ability and a desired terminal objective. An enabling objective in the sense used above is part of the terminal objective.¹⁹

EVALUATION

- (a) Is a process used to check the level of success of students in achieving the overall objectives of a course of study. The concept of evaluation is applicable to both programmes of study in TAFE and student assessment.
- (b) "Evaluation refers to the act or result of appraising the quality, worth or efficiency of any aspect of the educational process in terms of whether the desired and planned goals are being achieved. Thus the term 'evaluation' is used here in connexion with appraisal with the working of the education system as a whole, or any particular aspect of it."²⁰
- (c) "Evaluation is the systematic investigation of the merit or worth of an educational programme, course, pilot course or resource materials. Evaluation used in this sense relates largely to questions of a curriculum nature."

EVALUATION SERVICE

"The service within the educational administration which constantly reviews and appraises the functioning and efficiency of the whole or part of the education system, and promotes innovation or changes accordingly."²¹

FEEDBACK

The process by which information about the results of an action are communicated. In the context of TAFE the results of an education/training action are communicated to the teaching institution in the main, but may also be communicated to the learner, curriculum developers and employers. Various authorities have attributed the learning that takes place to either the informational characteristic or the reinforcing characteristic of the knowledge of the results or to a combination of both.²²

FIELD OF STUDY

A mechanism adopted by the Technical and Further Education Council to classify associated study areas. The concept of field of study, when applied to the TAFEC streams of study, allow for the recording of statistical and other data related to TAFE programmes throughout Australia.

GOAL

The desired result or outcome which participants hope to achieve. (Often used as a synonym of 'purpose', 'objective' and 'aim'.)

HEAD OF SCHOOL

In the New South Wales Department of Technical and Further Education a head of school is the senior educational manager of a particular area of study who has state wide responsibilities which include course curriculum development; programme implementation, including staffing; course evaluation; and student assessment.

In the other Australian TAFE authorities the head of school is usually a senior educational manager of a particular school within a multi-school TAFE college and is responsible to the college principal for the conduct of all programmes within his area of administration.

• IDENTIFICATION OF TRAINING NEEDS

An examination of the organisation's present and expected operations and the manpower to carry these out, in order to identify the numbers and categories of staff needing to be trained or retrained. It may also refer to the training needs of an individual to enable him to reach the required standard of performance in his current or future job. The identification of training needs is carried out by an examination of occupational surveys and recognising those tasks and sub-tasks that can be dealt with within the training institution.²³

• JOB

All the tasks carried out by a particular person in the completion of his prescribed duties. In a wider context the term also covers the social and physical environment in which it is carried out. See also Task and Occupation.²⁴

• JOB ANALYSIS

The process of examining a job in detail in order to identify its component tasks. The detail and approach may vary according to the purpose for which the job is being analysed, e.g. training, equipment design, work layout.²⁵

• JOB DESCRIPTION

A broad statement of the purpose, scope, responsibilities and tasks which constitute a particular job.²⁶

• JOB SPECIFICATION

An outcome of job analysis - a detailed statement of the knowledge and the physical and mental activities and skills required to carry out the tasks which constitute the job.²⁷ Attitudinal aspects are also included in a Job Specification.

• JOB STUDY

The general examination of a job as carried out by one person or a small group similarly employed and the social and physical circumstances which affect performance. A series of studies of particular jobs is used to build up a picture of the requirements of occupations. The term is generally used in examining jobs for vocational guidance, selection, organisation review and evaluation purposes. See also job analysis.

• JOB TRAINING

Training given to enable an individual to do one definable job in a unit or establishment.²⁸

• LINE MANAGEMENT

That hierarchy of the management team from the chief executive to the operator level who direct and co-ordinate the central function of the organisation.²⁹

• MASTERY LEARNING

A structuring of the learning process such that student's progress is dependent upon achieving a series of criterion referenced tests on a "Go - No Go" basis. (Alternatively, 'Go - No Go' may be expressed as 'Achieved - Not Achieved'.)

It is usually applied to the assessment of vocational practical skills, but may also be applied to the testing of theoretical knowledge.

The vocational learning task is divided into its elements and the student is progressively and objectively assessed by his performance in meeting the behavioural objectives of each element or sub-set of the task. By using a simple "Go - No Go" criterion as the measure, the student is objectively assessed in a sequential manner, moreover, the student, by his achievement assesses his own performance. By

MASTERY LEARNING (cont'd.)

achieving all the elemental task objectives, the student has achieved mastery of the whole learning task, which of itself is a part of a syllabus/subject/unit/module.

MODULE

A discrete and integrated package of knowledge and/or skills complete within itself, dealing with a number of aspects of vocational education and/or training of a given level of understanding or skill performance in accordance with stated aims and objectives. While the module stands alone the learning outcomes of the module must be assessable and the programme be capable of being linked to other modules either in the same or related area. A module tends to be task rather than discipline oriented.

MULTI-MEDIA SYSTEMS

"Organised utilisation of teaching and learning materials combining two or more vehicles of communication, for example, a workbook in printed form, a cassette tape and slides."³⁰

MOBILE UNIT

"A mobile workshop, generally one or several specially equipped trucks, which may easily reach various educational institutions or centres which are not equipped with the necessary facilities for practical instruction."³¹

NEED (Educational)

A lack or deficiency which may be satisfied by means of a learning experience.

NORM-REFERENCE TEST

"Used to assess learning following a course of instruction. It measures a learner's relative standing along the continuum of attainment, e.g. in educational achievement examinations it is used to order students in a class rather than to assess the attainment of specific curriculum objectives. The test can assess the proficiency of learners one with the others; it does not assess how proficient they are with respect to the subject matter tasks involved."³²

OBJECTIVE

The most immediate specific outcome of course and/or subject learning by the student. In vocational curricula generally expressed in behavioural terms and laying stress on the centrality of the student.

OBJECTIVE TEST

"A test or examination in which every question is set in such a way as to have a predetermined correct response. That is, the opinion of the examiner or marker should not enter in judging whether an answer is good or poor, acceptable or wrong; there should be no subjective element involved."³³

OCCUPATION

(a) "A broad term denoting any distinct type of manual or non-manual work which can provide a means of livelihood whether undertaken for an employer or as a self-employed person. The terms "trade", "craft" and "artisan trade" are often used synonymously with respect to manual occupations. The expressions "recognised trade" or "apprenticeable occupation" are used to denote an occupation which is officially recognised as requiring a specified period of systematic training in order to practise it at skilled-worker level."³⁴

OCCUPATION (cont'd.)

- (b) "A collection of jobs which are sufficiently similar with regard to their main tasks to be grouped together under a common title, for the purpose of identification and classification."³⁵
- (c) "Occupation" refers to a collection of jobs sufficiently similar in kind of work performed that the persons engaged therein may generally be considered able to perform each of the jobs included under the occupation heading with little or no further training and/or experience."³⁶

OCCUPATIONAL ANALYSIS

"The process of examining in detail all available evidence (e.g. from job studies), including job descriptions and specifications concerning jobs in order to identify those which are sufficiently similar with regard to their main tasks to be grouped together under a common occupation-title. When the analysis is completed an occupation description can be produced."³⁷ An occupational analysis is the identification of all duties and tasks involved in a given occupation.

OFF-THE-JOB TRAINING

"Training in the attitude/knowledge/skill behaviour pattern required for a task, job or occupation away from the normal work situation and day to day pressures. It is normally only part of the whole training programme and is usually combined with on-the-job training and/or TAFE vocational programme(s)."³⁸ Off-the-Job Training relates to skill acquisition in the main and usually takes place in special areas within the workplace or in the industry in general, and/or in skill centres. This form of training does not usually take place in TAFE educational institutions, but may occur under certain circumstances.

ON-THE-JOB TRAINING (on site, desk, in plant training)

"Training given in the normal work situation in the attitude/knowledge/skill behaviour pattern appropriate to a task or job. It may constitute the whole of the training or be combined with off-the-job training and/or TAFE vocational programme(s)."³⁹

PRE-APPRENTICESHIP COURSE (see other definition later)

Usually refers to a full-time course of study, generally of one year duration in a TAFE institution and involves basic technical training and general education. The programme is usually based on the knowledge and skills of a trade (e.g. building) or a cluster of related occupations. Satisfactory completion of the course may gain the student exemption from part of his apprenticeship in the trade area most related to the pre-apprentice training. (See other definitions listed under TRANSITION EDUCATION, as this definition varies according to the TAFE authority concerned.)

PROGRAMME (PROGRAM)

May refer to a course of study offered by an educational institution, such as a specific course, or it may refer to the entire college curriculum (a composite of individual courses). In TAFE vocational courses it generally refers to a schedule of learning sessions (theoretical or practical) for presentation to students and may be prepared by the teacher concerned with the subject or by some other person(s) according to an approved established syllabus.

PROGRAMMED INSTRUCTION

- (a) "One self-education method whereby the student, alone and at his own pace, works through material (on tape, film or in print), containing previously constructed sequences which lead him step by step to the desired goal through a specified set of responses. The programmed courses are arranged in such a way that each sequence must be mastered before the student may proceed to the next one."⁴⁰

PROGRAMMED INSTRUCTION (cont'd.)

(b) May also be expressed as: a pre-arranged set of materials or instructions suitable for self teaching with or without a teaching machine. The structure and sequencing will vary in accord with the rules of the particular technique involved and must be based on specified learning objectives.

POST SECONDARY EDUCATION

"A term often used to refer to those programmes which terminate with a specific award at the end of the first cycle of tertiary education."⁴¹

PART-TIME TECHNICAL AND VOCATIONAL EDUCATION

"Programmes of technical and vocational education offered within educational institutions to complement the training of those already in employment. In some education systems, this term can also refer to condensed programmes of technical and vocational education, generally organised in the form of evening courses, offered to persons already engaged in employment with a view to allowing them to obtain grades equivalent to those obtained through full-time technical and vocational education."⁴²

QUALITY CONTROL

In the context of TAFE vocational curriculum development and its delivery, quality control is a generic term encompassing: feedback loop mechanisms built into the curriculum development processes; the monitoring of the delivery of method, content, materials, equipment, accommodation and hours of study; the validation of student outcomes by a central checking mechanism on course and subject terminal objectives, student assessment and the maintenance of standards; the monitoring of effective staff development

QUALITY CONTROL (cont'd.)

for the delivery of the programme; external validation by client associations; and by objective final approval and accreditation processes (effective documentation).

Some TAFE quality control mechanisms:

- piloting of new and revised courses,
- statewide head of school (cf NSW),
- statewide course co-ordinators of study areas,
- field supervisors, heads of study areas (cf Victor)
- committees of review on examination results,
- evaluation of assessment instruments (e.g. C-BAS, Qld.)
- boards of study,
- statutory post secondary co-ordinating bodies,
- statutory licensing authorities,
- industry training statutory authorities,
- industry advisory committees,
- examination banks,
- employer, employee representation on syllabus committees and their sub-sets,
- student representation on departmental committees,
- moderating panels,
- quality control panels,
- external examination bodies.

ROLE

"A set of expectations of how the occupant of a particular position in an organisation ought to behave."⁴³

SANDWICH COURSE

A course comprising periods of study at an educational institution alternating with associated industrial, professional or commercial experience at a place outside of the educational institution.

SANDWICH COURSE (cont'd.)

"A form of training consisting of alternate periods of training in a school and training within an undertaking. The trainee may be enrolled full-time in a school (school based) or employed by the undertaking (undertaking based). The periods, which are often, but not necessarily of equal length, may vary in duration from several weeks to several months, or even longer."⁴⁴

SKILL

"An organised and co-ordinated pattern of activity in relation to an object or other display of information. It is built up gradually in the course of repeated training or other experience. It is sequential, each part being dependent on the previous part and influencing the next. Skills may be described as perceptual, motor, manual, intellectual, social, affective etc. according to the context or the most important aspect of the skill pattern."⁴⁵

SKILLS ANALYSIS

- (a) The process of analysing the skill required by anyone performing a task in industry or commerce. This analysis may be detailed or broad, according to circumstances - all that is required is that it should be systematic and detailed enough to form the basis of a sound training programme.⁴⁶
- (b) Specifically in respect of manual and similar skills, identifying and recording the characteristics of skilled performance, and determining the cues, responses and decision making functions involved.⁴⁷

SPECIALISATION

"The field or discipline in which an individual concentrates his studies, both theoretical and practical, in order to achieve a certain level of qualification."⁴⁸

STREAMS OF STUDY

A classifying system adopted by the Technical and Further Education Council to categorise TAFEC study levels according to established criteria.

TAFEC STREAMS OF STUDY DEFINITIONS:**- Streams of Study**

Definitions are:

Stream 1 (Professional) - Courses which lead to professional status (including teacher education) or which enable professionals to up-date their technology or to specialise.

Stream 2 (Para-professional) - Courses provided for those preparing to enter or progress within middle-level or technician occupations. Includes a wide range of 'certificate' courses and some 'special' courses which are similar in complexity and purpose. Includes also short courses designed to enable para-professionals to up-date their technology or to specialise.

Stream 3 (Apprenticeship Trades) - Apprenticeship, pre-apprenticeship and pre-employment courses in apprenticeable trades, post-trade and other courses for advanced skills of a non-technician nature (sub-categories are defined below).

Stream 4 (Other Skilled) - All other skilled trade and vocational courses relevant to basic principles, skills or knowledge but which are not included in Stream 3. Includes short training courses in additional on-the-job skills.

Stream 5 (Preparatory) - All courses which can be broadly described as preparatory (matriculation and diploma entrance courses), remedial (mathematics, English for migrants, etc.), and courses with vocational orientation not classified elsewhere.

Stream 6 (Adult Education) - All courses in home handicrafts, hobbies, self-expression and cultural appreciation.

STREAMS OF STUDY (cont'd.)

For purposes of reporting enrolment statistics, Stream 3 (Apprenticeship Trades) has been divided into two sub-categories:

Stream 3a - Apprenticeship, pre-apprenticeship and pre-employment courses in apprenticeable trades.

Stream 3b - Post-trade and other courses for advanced skills of a non-technician nature.

- Fields of Study

Definitions are:

Field 1 (Applied Science) - Includes physics, chemistry, chemical technology, ecology and life sciences, meteorology, mathematics, materials technologies and laboratory services.

Field 2 (Art and Design) - Includes fine and graphic arts; architecture and town planning; materials and media studies (art metalwork, gold and silversmithing, etc.); broadcasting, film making and photographic technology.

Field 3 (Building) - Includes building construction technologies; carpentry and woodwork and timber technology; furniture and furnishings; plumbing, water supply and sewerage courses.

Field 4 (Business Studies) - Includes accounting, banking and financial studies, data processing; management and supervision, marketing and sales, secretarial services and other business studies.

Field 5 (Engineering) - Includes air conditioning; automotive technology; aircraft technology; civil and structural drafting; communication technology; civil engineering; electrical and electronic engineering and

STREAMS OF STUDY (cont'd.)

Fields of Study (cont'd.)

drafting; foundry engineering and practice, hydraulic and pneumatic systems and engineering; instrument engineering and making; mechanical engineering and drafting, etc.; mining technology; marine technology and shipbuilding; non-ferrous metal technologies; production engineering; plant operation; refrigeration trades, surveying; and motor body building and design.

Field 6 (Rural and Horticulture) - Includes agriculture, farm management and sheep and wool studies; horticulture and soil sciences; fisheries, wild life and veterinary services.

Field 7 (Music) - Includes composition, instrumental music, orchestral groups; choral singing; and music theory.

Field 8 (Paramedical) - Includes audiometry; dental laboratory mechanics and services; medical laboratory and services; pharmacy and pharmaceutical services; hospital procedures; and optical fitting and surfacing.

Field 9a (Industrial Services not elsewhere classified) - Includes aircraft and marine operations; clothing; textile and footwear trades and techniques; food processing; printing; watch and clock making.

Field 9b (Personal Services not elsewhere classified) - Includes food presentation; hairdressing; waiter and waitress training; library studies; home economics; physical education.

Field 10 (General Studies) - Includes drama, speech and languages; school subjects taken as part of course not classifiable elsewhere; sociological studies; humanities.²³

SYLLABUS

A syllabus is a document which communicates data about a specific course of study to administrative decision makers, teachers, students and other relevant persons or groups. It is a component of the overall curriculum documentation.

The purpose of a syllabus document is to communicate the course structure, content, purpose of the course and the means by which this will be assessed.

"An outline of the elements of a course, presented in a logical order of growing difficulty."⁴⁹

SUBJECT

An individual subject is a sub-set of a course syllabus and pertains to the educational and/or training context of a specific, but course related occupational theory and/or skills.

"A synonym for 'discipline', but may also have the narrower meaning of one particular topic or area of study within a discipline, for example: within mechanical engineering - strength of materials; within mathematics - algebra or trigonometry."⁵⁰

STUDENT ASSESSMENT

In the context of TAFE vocational curriculum the procedures and processes adopted to establish whether the student has achieved the desired entering, progressive and terminal behavioural objectives.

TECHNICAL AND FURTHER EDUCATION (TAFE)

Technical and Further Education in Australia is taken to mean those educational/training programmes conducted in a variety of educational institutions under the authority of Departments of TAFE and Divisions of TAFE within State/Territory Education Departments and in Victoria the TAFE BOARD. TAFE may also be seen to be the area of post-secondary education bounded by the secondary schools on the one hand and the universities and colleges of advanced education on the other. The Kangan Committee in its 1974 Report on 'TAFE in Australia' pointed out that because technical and further education took place outside of the area mentioned above, it was impossible to give it a precise definition and opted to describe the activities of technical and further education as currently practised in Australia:

"TAFE is that education by means of which the individual can:

- (a) acquire or make progress towards acquiring, by full time or part-time studies, assessable occupational qualifications involving mental, manual or social skills; and/or
- (b) acquire or seek to acquire, usually on a part-time basis, knowledge or skills for secondary, additional or supplementary occupational purposes, or for the purpose of personal development or enrichment, or to utilise leisure creatively."

TASK

"A major element of work or a combination of elements of work by means of which a specific result is achieved."⁵¹

- Elemental Task:

A sub-set of an occupational task, an element of the whole, a combination of a set number of such elemental tasks must be satisfactorily performed by the learner in order to achieve the main task.

TASK (cont'd.)

Elemental tasks (sub-divisions of a task) form an essential part of mastery learning associated with the instructional systems approach to TAFE vocational curriculum development.

TASK ANALYSIS

"A systematic analysis of the behaviour required to carry out a task with a view to identifying areas of difficulty and the appropriate training techniques and learning aids necessary for successful instruction."⁵²

TASK IDENTIFICATION

"The process of recognising, listing and grouping the tasks that go to make up a job."⁵³

TEACHING AND LEARNING METHODS

"Any means employed by a teacher to facilitate the transmission of knowledge and skills, and by the learner to acquire them. The compound term is used in preference to the simple term 'teaching methods' which implies a one-way input into the educational process, because it is a more accurate expression of the fact that learning is inseparable from teaching."⁵⁴

TEACHING AND LEARNING MATERIALS

"All materials used in the teaching and learning process to aid in the transmission or acquisition of knowledge and skills. In addition to audio-visual material employed in all types of education, technical and vocational education uses teaching and learning materials such as tools, machines, scale models, prototypes, raw materials (wood, metals) and all equipment with which students work in laboratories and workshops."⁵⁵

TERMINAL OBJECTIVE

The final expected changed behaviour of a student deriving from a learning experience. In the context of TAFE vocational curriculum, terminal objectives are usually expressed in behavioural terms and may relate to the whole range of learning tasks associated with a course subject or some sub-set of that subject. It may also relate to the course's final objectives.

Terminal objectives apply to the theoretical and/or practical aspects of a learning experience and are usually associated with a recorded assessment.

TECHNICAL EDUCATION

"Education designed at upper secondary and lower tertiary levels to prepare middle-level personnel (technicians, middle management etc.) and at university level, to prepare engineers and technologists for higher management positions. Technical education includes general education, theoretical, scientific and technical studies and related skill training. The components of technical education may vary considerably depending on the type of personnel to be prepared and the education level."⁵⁶ Technical Education also includes training for the skilled trades.

TECHNICAL AND VOCATIONAL EDUCATION

"A comprehensive term referring to the educational process when it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills and knowledge relating to occupations in various sectors of economic and social life. The broad educational goals of technical and vocational education distinguish it from 'vocational training' which is directed to developing the particular skills and related knowledge required by a specific occupation or group of occupations."⁵⁷

TEACHING AIDS (LEARNING AIDS)

"Refers to the equipment used by a teacher in a lecture, presentation or demonstration. The term covers, for example, blackboards, graphics, slides, films, all types of projectors, and demonstration models."⁵⁸

TEACHER

"A person employed in an official capacity for the purpose of guiding and directing the learning experience of pupils and students in an educational institution, whether public or private. Usually, the person should have completed a professional training course in a teacher education institution leading to the award of appropriate credentials."⁵⁹

In some TAFE authorities the term lecturer is synonymous with teacher.

TRAINING

"Activities which aim at providing the skills, knowledge and attitudes required for employment in a particular occupation, group of related occupations or for exercising a function in any field of economic activity. Within this broad term a number of derivatives or subdivisions may be noted based on the purpose and level of the training, the age group or other characteristics of the trainee, the place where the training is given, etc."⁶⁰

TECHNICIAN

Background information (explanatory introduction):

The term 'Technician' has varying connotations within TAFE in Australia. This 'looseness' makes it difficult to establish a working definition which is meaningful to all

TECHNICIAN (cont'd.)

TAFE authorities. However, an attempt is made below to explore the concept and to propose a working definition which generally fits the role of a technician as perceived by TAFE authorities in Australia.

The term technician generally describes a person having a level of knowledge and skill, mainly engaged in the technical arena, but it may also apply to the non technical arena as well. (Haselgrave: Technician equivalent)

A technician's position, in terms of special knowledge and skill, within an organisation/industry/commerce, is usually different, related, and above the operative or journeyman level, but different, related and below that of the professional.

The roles of operatives/tradespersons and the professionally trained persons in industry and commerce complement each other in achieving the common outcome of the industry/commercial enterprise and between these two levels of operation the technician plays an important part.

In most TAFE authorities in Australia the technician qualifies by successfully completing a TAFEC Stream 2 course and is classified as a para-professional. The qualifying course is usually in excess of one thousand hours of part-time instruction spread over four to five years. These courses are designated as technician certificate, certificate, advanced certificate, according to the classification of TAFE awards in the respective state/territory authorities.

Graduates of these TAFE courses sometimes qualify for admittance to professional associations as associate members, e.g. mechanical engineering (Institute of Engineering Associate).

TECHNICIAN (cont'd.)

TAFE courses at the above level equate with similar courses offered by some colleges of advanced education and enjoy parity of status in terms of rigour, depth of study and length, e.g. similar courses in the various institutes of technology.

In Victoria the term technician is applied to graduates of post trade certificate courses for final year apprentices and journeymen tradespersons or the graduates of certificate of technology courses, which concentrate at an intermediate level on extended knowledge and skills applied to the particular trade. In South Australia these voluntary extended trade courses are known as 'post-trade certificate courses', although some of the study areas are dispensing with a structured schedule of studies leading to a certificate and are offering 'modules' of specialised education/training, which may be used as credits toward a technician certificate qualification.

The problem of describing the role of a 'technician' in TAFE on a national basis, becomes more difficult since some trainees undergoing compulsory basic trade courses have had their title changed from apprentice to technician, e.g. with the upgrading of most dental training courses in Australia, the term technician is now generally accepted for these trainees.

A further complication occurs when the higher level courses (technician certificate, advanced certificate, certificate) are designated 'diploma' courses, as in Western Australia.

The description attempted below refers to the person completing the course at TAFEC 2 classification level and is recognised as being a para-professional.

DEFINITION OF A TECHNICIAN WITHIN THE TAFE CONTEXT

"A technician is a person in industry/commerce occupying a position between that of the qualified scientist, engineer, technologist or other professionally trained experts on the one hand and the skilled foreman or journeyman or operative on the other. The education/training of the technician allows him to communicate with the professionals in terms of general principles of the discipline concerned and to monitor the application of them in practice in the workplace. In this role the technician is a skilled communicating link between the planning and design phases of an operation and its application/installation/production in the succeeding stages, which involve tradespersons/operatives and their immediate supervisors."

The technician, in the context of the above description may be used as a 'trouble shooter' in production processes in manufacturing and 'on site' installations in general engineering and building and construction industries; in such circumstances the technician's education/training allows him to make technical judgements.

In non technical sectors the technician is one who has acquired detailed knowledge and skills in one specialist field. He is required to exercise judgement, in the sense of both diagnosis and appraisal and initiative in his work; he is frequently called upon to supervise the work of others; and has an appreciation of the environment beyond the limits of his duties.

TRANSITION EDUCATION

In the context of TAFE the term is general and relates to a range of education/training programmes aimed at unemployed youth with the general intention of assisting them to make the transition from a secondary school experience to an occupation through the acquisition of a basic knowledge and skills. In a broader sense transition education covers the general field of 'school to work' and involves persons other than unemployed youth. Some of the transition education/training schemes are listed below and have relevance to this report.

TRANSITION EDUCATION (cont'd.)

Since 1980 the Commonwealth Government has specifically funded transition programmes.

Although the terms generally have the same meaning among the Australian TAFE authorities, there are differences of emphasis between them.

- Pre-employment Courses:

"These courses provide individuals with skills and knowledge to prepare them for employment in the workforce. The individual may require further training at an educational institution or within the work environment, but he or she will be a productive unit immediately upon employment. Such courses are an advantage to the employer since it is not necessary to provide elementary training to the employee. The courses are advantageous to the individual since he can seek employment on the basis that he possesses marketable skills."⁶¹

- Pre-vocational Courses:

"These courses provide skills and knowledge necessary to equip the individual for an occupation at least during initial employment. The courses lead to further TAFE courses which must be completed before the student is considered fully trained. These additional courses may complement the individual's 'on-the-job' training experiences. There are five attributes which define a pre-vocational course:

- (a) the course must be undertaken by an individual prior to seeking employment;
- (b) attendance of the course is on a full-time basis;
- (c) students are equipped with a range of occupational skills and knowledge applicable to more than one occupation;

TRANSITION EDUCATION (cont'd.)

- (d) there are a number of decision points throughout a course which give the student an opportunity to progressively make choices about his vocation. The making of these decisions brings about a convergence of the individual's vocational aspirations;
- (e) the course ensures the student possesses marketable skills and therefore enters the workforce with usable skills."⁶²

- Pre-vocational - Metal Trade:Preamble to Curricula

"The course is a full-time education course of a practically-oriented nature, designed in the first instance, to provide training for unemployed youth, wishing to gain employment as apprentices in the metal trades, within the metal trade industry. It is, however, anticipated that a substantial number of students will seek and gain employment in semi-skilled type occupations within the metal and allied industries.

In broad terms the course is aimed at developing the skills required to gain employment in the metal industry and the curriculum is based on the belief that personal development and a knowledge of the community in which the student lives, share equal importance with specific vocational skills in achieving that aim.

The course is conducted in two main stages. The first stage, Phase I, contains areas of personal development as well as covering some of the more fundamental subject matter which is common to the two trades covered in the second stage.

In the second stage, Phase 2, the student undertakes studies in two of three metal trades, Fitting and Machining, Metal Fabrication and Sheet Metal Work.

TRANSITION EDUCATION (cont'd.)

THIS SYLLABUS IS A GUIDE ONLY. THE LECTURER MUST DECIDE WHAT PARTS TO TEACH BASED UPON THE ABILITIES AND INTERESTS OF EACH STUDENT. APPRENTICE STANDARDS MAY NOT BE ACCOMPLISHED BY ALL STUDENTS WITHIN THE TIME CONSTRAINTS OF THE COURSE. HOWEVER, IF A STUDENT SEEKS STATUS FOR STAGE 1 OF THE APPRENTICESHIP AREA, HE/SHE MUST ATTAIN APPROPRIATE STANDARDS.⁶³

- Pre-apprentice Courses (see other definition above)

"These courses differ significantly from pre-vocational in that student selects a programme to suit a particular vocation. The school leaver does not, therefore, have an opportunity to sample aspects of a number of vocations before his decision about a vocation is made. Such courses are specific in nature and lead into a particular apprenticeship which necessitates further technical training."⁶⁴

UNIT

In terms of TAFE vocational curriculum a unit is a specific body of knowledge and/or skills which forms part of a course of study. While being relatively self contained the unit is linked to other units which together form the body of an educational/training course. In this sense a unit is a component of a course.

In TAFE vocational curricula units differ from course subjects in that they may contain theory, practice, laboratory and field work, and other aspects of the study.

VALIDATION

The process by which the resultant performance of a student is assessed against the requirements for the job. In the

VALIDATION (cont'd.)

context of the Victorian TAFE Instructional Systems Model "... it is the key step necessary to modify the training given to a trainee in the search for the most efficient and beneficial training programme to enable the incumbent to do his job."⁶⁵

In the Department of Further Education in South Australia, validation is taken to mean a check on whether the stated objectives of a new or revised course are the correct ones. It is the confirmation of whether a course provides students with the ability to perform satisfactorily in the job, occupation, occupation group etc. for which the course is designed.

Validation, in the sense of the term described above, is linked to evaluation and may be carried out internally or externally.

WORK STUDY

"A management service based on those techniques, particularly method study and work measurement, which are used in the examination of human work in all its contexts, and which lead to the systematic investigation of all the resources and factors which affect the efficiency and economy of the situation being reviewed, in order to effect improvement."⁶⁶

ACKNOWLEDGEMENTS

FOOTNOTES AND SOURCES CONSULTED

EXPLANATORY NOTE

A number of the terms used in this Glossary are taken from "Glossary of Educational and Training Terms", which has been prepared (in draft) by Mr. Richard Willing of the South Australian Department of Further Education. Mr. Willing has used a number of original sources for the terms contained in his Glossary and has, in a number of instances, adapted the terms for his purpose. I am indebted to Mr. Willing for his permission to include some of the terms in this Glossary.

However, I have further modified some of the terms to suit the requirements of TAFE vocational curriculum development, which forms the body of this Report. Where terms have been 'borrowed' and modified, I have cited the original and secondary sources.

A large number of the working definitions are the work of the writer. These definitions were tabled at the meetings of the National Steering Committee, some were given minor adjustments and all were endorsed by the Committee as being suitable definitions for the "Investigation into the Curriculum Development Processes in TAFE in Australia".

FOOTNOTES

- 1 The Tertiary Education Authority of South Australia (TEASA).
- 2 UNESCO Pamphlet: Terminology of Technical and Vocational Education, Guide, p.6.
- 2a Ibid, p.6.
- 3 Department of Employment, 1971. Glossary of Training Terms, London, HMSO (original source)
"Glossary of Educational and Training Terms" (third draft), Department of Further Education, S.A. (secondary source).
- 4 Ibid.
- 5 UNESCO, Op cit, p.7 (modified).
- 6 Industrial Society, 1965, A Guide to Employment Practices, Notes for Managers No. 8 (modified) (original source)
"Glossary of Educational and Training Terms", Op cit. (secondary source)
- 7 Department of Employment, 1971, Op cit.
- 8 "Glossary of Educational and Training Terms" (third draft), Op cit.
- 9 UNESCO pamphlet, p.4, Op cit.
- 10 Department of Employment, Op cit. (primary source)
"Glossary of Educational and Training Terms" (third draft) (secondary source)
- 11 Glossary of Educational and Training Terms (modified) (primary source)

- 12(b) UNESCO. Op cit. p.4.
- 13 Ibid, p.1
- 14 Ibid, p.4
- 15(a) Ibid, p.4
- 16(a) Ibid, p.4
- 17 Ibid, p.5
- 18 Ibid, p.5
- 19 Glossary of Educational and Training Terms (third draft), modified (primary source)
- 20(b) UNESCO, Op cit, p.2
- 21 Ibid, p.2
- 22 Feedback and Human Behaviour, Harmondsworth, Penguin, Author, J. ANNETT (modified) (primary source). "Glossary of Educational and Training Terms" (third draft) (secondary source)
- 23 Department of Employment, Op cit (primary source). "Glossary of Educational and Training Terms", Op cit (secondary source)
- 24 Ibid
- 25 Ibid
- 26 Ibid
- 27 Ibid
- 28 Ibid
- 29 Ibid
- 30 UNESCO pamphlet, Op cit, p.5
- 31 Ibid, p.5
- 32 Instructional Technology and Measurement of Learning Outcomes: Some Questions, American Psychologist, 18, pp.519-21 (primary source)
- "Glossary of Educational and Training Terms", Op cit (secondary source)
- 33 Department of Employment, Op cit (primary source)
- "Glossary of Educational and Training Terms", Op cit (secondary source)
- 34(a) UNESCO, Op cit, p.7
- 35(b) Department of Employment, Op cit (primary source)
- "Glossary of Educational and Training Terms"(third draft) Op cit (secondary source)
- 36(c) Australian Standard Classification of Occupations (draft document)
- 37 Department of Employment, Op cit (primary source)
- "Glossary of Educational and Training Terms" (third draft), Op cit (secondary source)
- 38 Ibid
- 39 Ibid

- 40 UNESCO, Op cit, p.5
41 Ibid, p.3
42 Ibid, p.3
43 ATM Occasional Papers No. 2
44 UNESCO, Op cit, p.7
45 Skill and Age, 1961, Nuffield Foundation, Author WELFORD, A. (primary source)
"Glossary of Educational and Training Terms" (third draft) Op cit (secondary source)
46 Department of Employment, Op cit (primary source)
"Glossary of Educational and Training Terms" (third draft) Op cit (secondary source)
47 Ibid
48 UNESCO, Op cit, p.4
49 Ibid, p.4
50 Ibid, p.4
51 Department of Employment, Op cit (primary source)
"Glossary of Educational and Training Terms" (third draft) (secondary source)
52 Department of Employment, Op cit (primary source)
"Glossary of Educational and Training Terms" (third draft) (secondary source)
53 Ibid
54 UNESCO, p.5
55 Ibid, p.5
56 Ibid, p.1
57 Ibid, p.1
58 Ibid, p.5
59 Ibid, p.6
60 Ibid, p.6
61 A Glossary of Terms used in TAFE in Queensland, p.3
62 Ibid, pp.2-3
63 South Australian Department of Further Education, Transition Unit paper
64 A Glossary of Terms used in TAFE in Queensland, p.3
65 Booklet on 'Instructional Systems Approach', Technical Schools Division, Education Department of Victoria
66 British Standards Institution, 1969, Glossary of Terms used in Work Study B.S. 3138, No. 1001 (primary source)
"Glossary of Educational and Training Terms", Op cit (secondary source)

SECTION I

- . INTRODUCTION AND BACKGROUND
- . AIMS OF THE INVESTIGATION
- . DESIGN AND METHODOLOGY OF THE PROJECT
- . PROJECT RATIONALE
- . PURPOSE OF THE INVESTIGATION
- . AN OUTLINE OF THE PHILOSOPHY OF
TECHNICAL AND FURTHER EDUCATION

INTRODUCTION AND BACKGROUND

INTRODUCTION

This project has been sponsored and funded by the Technical and Further Education Council of Australia to ascertain, as far as practicable, how the TAFE authorities of the Australian States and Territories conduct the curriculum development processes of new and revised vocational courses. Although this project concentrates on the administrative processes of curriculum development within the total structure of each TAFE authority, other aspects of curriculum development are included.

The Research Branch of the South Australian Department of Further Education after obtaining confirmation of support from all States and Territories, was invited to submit a proposal to the Technical and Further Education Council, and upon approval, accepted the responsibility for the conduct of an investigation into the curriculum development processes in technical and further education in Australia. The writer wishes to emphasise that the body of this Report deals with the curriculum development processes which were current at the time of the investigation into the C.D. Processes in TAFE in Australia (October-November 1980) and that some changes have taken place since that period. The Report is a "snap shot" of the curriculum development of new and revised TAFE courses in Australia at a particular period. The more important changes which have occurred in the TAFE authorities are listed as footnotes where applicable.

BACKGROUND

In May 1980, all of the Australian States sent representatives to a 'National Seminar on TAFE Curriculum Delivery Systems', which was held in Melbourne from May 5th to May 7th. The purpose of the seminar was to exchange information concerning the philosophy, policy and practice of curriculum within each State. The ACT was the only Territory represented, although the Northern Territory has become involved with the project now being reported.

The Melbourne seminar was seen as an important first step in the analysis of curriculum development processes across Australia. The national representatives all supported the South Australian Department of Further Education in its proposal to seek the TAFEC approval for a nationally based investigation into the curriculum development processes of TAFE courses.

A project team was appointed in the middle of July 1980 to plan the design of the project and to establish the management and research methodologies for its conduct.

A National Steering Committee was formed from nominees of the directors-general and directors of the Australian TAFE authorities. The members of the Committee are all persons at senior management level within the curriculum/research branches or sections of the authorities and most were present at the Melbourne seminar mentioned above.

The National Steering Committee met for the first planned meeting on September 15, 1980, to discuss the design of the project and the detailed statements on management and research methodologies developed by the project manager. The philosophy of the investigation was contained in a discussion paper, which following several minor amendments, was accepted by the Steering Committee and became the working paper of the project.

A number of working definitions of concepts central to the investigation were, after some minor adjustments, accepted as being valid definitions for the purpose of the investigation. The working paper and the definitions are included in the rationale of the project.

Following some six weeks of collecting data from all of the Australian States and Territories, the Project Manager prepared a first draft of the report.

The National Steering Committee met in Melbourne for the second meeting in May 1981 to review the draft of the report on the investigation into the curriculum processes used by the eight TAFE authorities in planning, designing and developing the case studies presented for inspection. On Monday, September 28, 1981, the National Steering Committee met for the third and final time to examine and endorse the Project Document before it was submitted for further action.

AIMS OF THE INVESTIGATION

AIMS OF THE INVESTIGATION

- . To report on curriculum policy and practice within TAFE in Australia.
- . To identify different patterns of curriculum development within the TAFE sector.
- . To identify common elements in approaches to the development of TAFE courses.
- . To identify unique procedures and the instances of where and when they occur.
- . To identify the most important variations in approach.
- . To establish reasons as to why variations exist.

. DESIGN AND METHODOLOGY OF THE PROJECT

. PROJECT RATIONALE

THE DESIGN AND METHODOLOGY OF THE PROJECT

The philosophy and conceptual framework of the project is contained in a working paper accepted by the National Steering Committee at its first meeting held in September of 1980. The working paper follows this brief overview of the design of the project.

Central to the investigation of the curriculum development processes across Australia is the concept of common 'core' processes. This concept is intended to mean that there are essential basic curriculum development processes which must be carried out to develop new and revised vocational courses in TAFE anywhere in Australia. The State Papers presented at the Melbourne Seminar on TAFE Delivery Systems show that these essential curriculum development processes are recognised as being common to all TAFE authorities in Australia in the curriculum development of new and revised vocational courses.

In the context of this Report it should be noted that the term common 'core' relates to the curriculum development processes and not course content. Common 'core' in this context is not to be associated with the concept of common core syllabuses used especially in areas of education outside of the TAFE framework. TAFE also uses the term common 'core' in meanings other than the concept of common core curriculum development processes as used in this Report. The reader is referred to descriptions of common 'core' in TAFE in the Glossary of Terms.

Thirteen common core curriculum development processes were selected and subsequently verified by the National Steering Committee.

The Common Core Processes accepted by the National Steering Committee of the Project are:

- | | |
|---|---|
| 1. Recognition of the Educational Need | 8. The link with the departmental formal permanent structure responsible for curriculum development |
| 2. Investigation of the Need | 9. Course Design |
| 3. Investigation of the Demand | 10. Syllabus Design |
| 4. Submission of course proposal for permission to proceed | 11. Formal Endorsement |
| 5. Approval in principle | 12. Final Approval |
| 6. Planning the Management Approach | 13. Quality Control. |
| 7. Design of the Curriculum Development process and appointment of C.D. Team. | |

Having concluded that a 'core' (generally recognised set of CD processes) exists, the common core of curriculum development processes as applied to new and revised vocational courses in TAFE, becomes both the tool and the framework for the investigation being reported in this document.

Within the framework of the common core curriculum development processes, the means chosen to examine these processes were selected case studies. Each TAFE authority selected new and/or revised course proposals according to criteria agreed to at the first meeting of the National Steering Committee:

- . the course must be a viable programme,
- . it must have evidenced fairly recent curriculum activity,
- . it is desirable, but not essential, that the course show an increasing enrolment,
- . curriculum documentation on each selected course should be available,
- . the project manager must be able to collect further data on each course and this data must be able to be checked against the documentation.

To keep the investigation manageable the National Steering Committee agreed that the case studies should be restricted to those answering the description according to the working definition of TAFE vocational courses (see list of working definitions in the Glossary of Terms and the definition of TAFE Vocational Curriculum in the working paper - Project Rationale). A second strategy for holding the exercise to manageable proportions was to restrict the study to the investigatory, planning, design and development phase of a TAFE vocational course up to the point of submitting a curriculum document for final approval and/or accreditation. The National Steering Committee agreed that the full implementation of a course and the consequent evaluation and validation activities, although part of curriculum development in its broad sense, should not be part of the investigation.

When designing the project it was planned to follow a strategy of investigating each case study at three distinct levels within the curriculum development activity. These levels would be as follows:

- . the State/Territory managers of the curriculum/research branches/sections, who are responsible for and generally approve the planning, design and management methodologies of the curriculum development processes of new and revised TAFE courses.

- . course programme committee (or its equivalent) education representatives, who generally perform a curriculum development consultancy role for the industrial advisors on the syllabus committee. One of the education representatives is generally the executive of the group and may share the responsibility for the documentation of the proposal as well as other executive duties.
- . finally the syllabus sub-committee or working party members and the executive officer of this group in particular. The syllabus sub-group generally comprises educational subject experts who are responsible for the subject syllabus content of the proposed course, but may also be involved in the other curriculum development processes. The executive officer of the syllabus sub-group (working party) is generally responsible for the documentation of the proposal.

Structured research instruments in the form of three sets of questionnaires based on the thirteen common core processes were devised. The reason for the three tiered approach was to have a mechanism for comparing responses within each State or Territory and also for a three tiered analytical comparison of curriculum development processes across the States/Territories. However, during the conduct of the investigation it was found that the three tiered mechanism as planned, could not be applied consistently for several reasons: the unavailability of key persons who were heavily involved in the early stages of the development (curriculum); the centrality of a single key person throughout the entire curriculum development activity, e.g. the branch or section education officer who in several States is the lynchpin of the entire curriculum exercise, from the recognition of the need to the submission of the full curriculum documentation for final approval. Consequently only the first two questionnaires could be applied, and these at the discretion of the investigating officer appeared to gather sufficient data for a valid but less detailed comparison across the TAFE authorities. The internal comparison between respondents within a TAFE authority had to be abandoned.

The questionnaires were designed to gather short descriptions of the various approaches to a particular common core process sub-section or characteristic. This method was preferred to a short yes-no type of response from which the investigating person interprets action and subsequently describes it. For this reason the questionnaire responses form the heart of the investigating data, and thus the questionnaires, plus the data collected automatically, become the data collation forms.

The strategy for carrying out the comparative analysis of the curriculum development processes across Australia was to use a columnar arrangement whereby the common core curriculum development processes were able to be compared both within and between States and Territories by a visual inspection.

By inspection the data have been interpreted and findings have been written from which recommendations having national application are derived. As a necessary backdrop for the comparative analysis of the curriculum development processes an overview of each TAFE authority's organisational and administrative structures, policies and procedures has been written. The data from which the overviews

were written were obtained from the 'State Papers' presented at the May Seminar held in Melbourne, which were confirmed by those members of the National Steering Committee who were present at that Seminar; from information gathered from case studies; from observations by the writer during the data gathering phase of this study; and from specific comments of State and Territory TAFE officers. The data covers, in the main, facts relating to the organisational and administrative structures of the respective TAFE authorities, the inter-dependence of the authorities' Branches within their structures, particularly activities, procedures and processes relevant to the curriculum development of new and revised TAFE courses. From the data on individual States and Territories, findings have been written and recommendations peculiar to the TAFE authority concerned are stated. The findings and recommendations relating to the individual States and Territories form part of each overview and are contained in Section II of the Report.

The National findings form a separate Section VI of the Report.

Such background information is intended to create the environment and to prepare the reader of this study for a better understanding of the comparative analysis of the curriculum development processes in TAFE in Australia.

PROJECT RATIONALE

Preamble to the Rationale

During the planning and design phases of the project a 'Discussion Paper' was drawn up by the Project Manager describing the proposed ground rules for the conduct of the investigation, suggested working definitions, concepts and a general framework for action.

The 'Discussion Paper' was tabled at the first meeting of the National Steering Committee, which was held in Adelaide on September 15, 1980. The National Steering Committee, after several minor amendments to the paper, accepted it as the central working document covering the parameters of the project. Consequently, the 'Working Paper' constituted the rationale of the study and is included in its original form under the title of 'Rationale' for the information of the reader.

Attention is drawn to the development of the working definition of TAFE Vocational Curriculum, which was deliberately extended by the National Steering Committee to cover the full spectrum of TAFE education and/or training (this definition is also included in the Glossary of Terms).

Immediately following and reinforcing the working definition of TAFE Vocational Curriculum are the 'Consequences which Arise from TAFE Vocational Curriculum'. These are intended to 'round off' what a TAFE Vocational Curriculum can achieve for the student.

The concept most central to this study is the concept of a set of common 'core' curriculum development processes, which has been explained above under the heading: 'Design and Methodology of Project'.

Although it is recognised that the concept of TAFE Vocational Curriculum caters for both sexes, the use of the personal pronoun 'his' is intended to mean both male and female students.

TAFEC PROJECT: INVESTIGATION INTO THE PROCESSES OF CURRICULUM DEVELOPMENT IN TAFE AS AT 1980.

PROJECT RATIONALE

Propositions

1. That the investigation of the curriculum development processes in TAFE should, in the main, deal with the vocational range (TAFEC Streams 1-5).

That each State choose no more than six courses reflecting different curriculum methodologies which are consistent with the selection criteria proposed, and should be ranked in the order of the use of that methodology throughout the State's CD practice.

2. That the investigation of the curriculum development processes in TAFE be contained within the area of the development of the syllabus, but that other areas of the curriculum development processes having direct influence on the syllabus be included. It is proposed that the area of implementation (delivery) be considered as a separate field.
3. That all persons concerned with the conduct of the investigation arrive at a consensus on what are the elements of curriculum development processes in TAFE and on the method of carrying out a comparative analysis of these processes on a national basis. Acceptance of this common framework will allow the establishment of opening and closing points for the investigation and so make the exercise manageable.
4. That all persons concerned with the conduct of the investigation arrive at a consensus on research and management methodologies.

Definitions of Two Basic Curriculum Concepts (Curriculum and Curriculum Development)

1. Curriculum

The term curriculum is a broad concept and may be taken to encompass the whole complex of learning programmes of a State department or of an educational institution forming part of the State authority, e.g.

definition: Curriculum is the planned composite effort of a learning institution to guide student learning towards predetermined learning outcomes.

If the concept is applied to a State TAFE Authority then TAFE curriculum would cover all educational programmes from Stream 1 to Stream 6 and all fields of study.

By restricting the concept to TAFE vocational curriculum, it would cover all TAFE programmes in TAFE Streams 1 to 5.

A definition suitable for TAFE programmes could be:

definition: A curriculum is an attempt to communicate the essential principles and features of an educational programme in such a form that it is understandable, open to critical scrutiny, and capable of effective translation into practice.

The above definition also applies to curricula lying outside of the specific area of TAFE vocational curriculum.

A further definition of curriculum which emphasises the centrality of the student in the learning activity may be expressed as:

"... the activities experienced by a person following a course or programme which is planned to promote learning ..."

TAFE Vocational Curriculum

Maintaining the centrality of the student, the above definition could apply by stipulating the particular area of course or programme:

"... the activities experienced by a person following a TAFE vocational course or programme which is planned to promote learning; provide knowledge and skills for an occupation or group of occupations; give an opportunity for personal development; allow the acquisition of knowledge and skills to enable the person involved to perform satisfactorily in the occupation for which the course has been designed; foster positive attitudes in the student to his/her vocation and to changes which may occur in that occupation; complement 'on the job' training with the course education/training occurring in the college(s); and build on to knowledge and skills already acquired by the student in previous education programmes.

A TAFE Vocational Curriculum has other characteristics relating to the quality of the Curriculum that is developed:

. The course of study has been correctly researched, carefully planned, properly developed and effectively implemented.

- . Effective co-operation and planning has occurred between colleges where the course is offered in more than one college within the State.

Consequences which Arise from the Processes of TAFE Vocational Curriculum

- . A TAFE Vocational Curriculum has a unique quality in that it always applies to a specific course of study which aims to raise a student's occupational skill performance.
- . It lays stress on the centrality of the student in the educative/training/learning process by means of suitable learning methodologies based on the principles of TAFE philosophy. A special point of the TAFE Vocational Curriculum is the maintenance of course standards through quality control mechanisms.
- . It aims for an integrated approach involving college education, industrial training and industrial experience associated with an occupation. Such an approach is based on the needs of the individual, the needs of the industry (or cluster of industries) and the needs of the community.
- . The TAFE Vocational Curriculum makes for a wide range of participation, e.g. the invaluable contribution to course content and learning strategies by industry, both from the employer's and student's viewpoints.
- . Although a range of employer and student educational and training needs are met, emphasis is placed on the competency of the student at the completion of his course rather than on levels of education.
- . The style of TAFE student management is unique because of the specific nature of the course, the learning environment and the maturity of the student.
- . Because the main thrust of TAFE Vocational Curriculum lies with attitudes, skill performance and knowledge rather than specific industry related occupational tasks, the student completing a TAFE vocational programme is more adaptable and finds it easier to transfer to other occupational tasks. This aspect is important because of the acceleration of technology change.
- . The TAFE Vocational Curriculum is flexible and is sufficiently open ended to allow the student completing an initial programme to build on and further develop his career through education, e.g. higher certificates, diplomas, degrees.

2. Curriculum Development (TAFE vocational)

Curriculum development is a series of systematic and often sequential steps in the planning or designing of a course of study leading on to the content arrangement of the course. It is expressed in documented statements covering educational needs, demand analysis procedures, syllabus, relationship with other courses and programmes, educational services and resources.

The purpose of curriculum development is to set up the basic physical and conceptual structure so that the curriculum can be implemented and maintained. In other words the purpose of CD is to set up learning opportunities intended to bring about certain changes in students, and to facilitate assessment of the extent to which the changes have taken place.

The prime mover of the curriculum development process is the expression of an educational/training need and its place in the order of priorities as seen by the appropriate decision makers.

Scope of the Investigation (see propositions 1 to 4)

The design of the project was intended to ensure that the exercise remained manageable at all times. To that end curriculum development was limited to the production and approval of a syllabus document, but with the stated intention of proceeding with other curriculum documents relating to educational services and resources.

Prerequisites for TAFE Vocational CD to Occur

- . An expressed educational need for a specific occupational area based on evidence from external or internal sources.
- . Evidence of a demand for the programme to be designed to meet the expressed educational need. The demand should be specified in terms of student numbers, length of course (short or long term) - ongoing, and the level of knowledge/skills performance.
- . Existence of formal and informal administrative and organisational structures to allow the curriculum development processes to occur.
- . Adequate funding to ensure that human and material resources are available, i.e. trained staff, formal educational support services to facilitate the processes of CD.

Levels of Curriculum Development

Arena A - Administrative

. State/Territorial TAFE Authorities

This is policy and support level. Head Office branches of curriculum development, assessment, research etc. provide expertise in curriculum design and management of the curriculum development process, set priorities, provide survey instruments, set up organisational structures (e.g. committees), and channels of communication.

. College Based and Administered Curriculum Development

This is curriculum development at the field level which often forms a nexus with Head Office through the formalised curriculum development committee structures.

Persons involved with CD at this level often have inter college and statewide management responsibilities. Because of the type of programme being developed and the link with formal CD management, this may be described as formal CD.

. College Based and Administered CD (less formal)

Much curriculum development takes place within colleges and schools or sections within them, without recourse to Head Office formal structures. This may be called informal CD.

The college or school is where the interface occurs between the teacher/lecturer and the student.

Even so, there are times when the college/school/section CD overlaps with the Head Office formal CD committees, e.g. college staff as members of the formalised CD committees, and the college staff seeking advice and support service from Head Office branches. Moreover, Head Office CD staff, although primarily concerned with CD through the formalised structures, also operate at the informal level. The admixture of formal and less formal CD activities makes for a high level of flexibility in the execution of an otherwise difficult task.

Arena B - Course Delivery or Implementation

. The Course Programme Level

This is where college teachers responsible for the delivery of the course programme and the maintenance of its standards, often work with departmental committees and ad hoc working parties on course and subject review and/or inclusion of new material.

This activity often calls for documentation.

- The Course Subject Level

Course subject design including content, sequential arrangement in line with the expressed aims and objectives and assessment statements. The subject specialist also is responsible for subject syllabus documentation.

- The Lesson/Programme/Classroom Level

Syllabus documentation lists guidelines on learning methodology and strategies. The choice of the subject presentation is more often than not left to the skill of the professional teacher/lecturer.

Arena C - Associated External Curriculum Development

- Other TAFE Curriculum Development

Curriculum development is often associated with advisory sub-committees of statutory bodies such as an Apprenticeship Commission, Industrial and Commercial Training Commission, accreditation authorities, licensing boards, examining boards, professional associations, and will no doubt be a feature of a nationally structured body such as the TAFE National Centre for Research and Development.

Processes of Curriculum Development (TAFE Vocational Curriculum)

The State papers presented at the Melbourne Seminar on Curriculum Delivery Systems on 5-7 May, 1980, reveal that the processes of curriculum development in the various States, when itemised, are found to vary in number. Even so, they generally follow the same sequence of operations and are described in similar terms. One of the aims of the investigation is to examine how these processes are carried out in each State and to note reasons, if possible, for any differences.

Observation of the State papers has led to a concept of a "common core" of curriculum development processes which are basic to curriculum development in all TAFE departments and/or divisions of the States. It was possible for the Steering Committee to identify the common core TAFE vocational curriculum development processes, express them in terms readily understood by all Steering Committee members, and construct a common core TAFE vocational curriculum development framework, which was then used as a means of measuring similarities, differences and uniqueness of curriculum development activities between the States. It became in effect, a tool or instrument for the conduct of a comparative analysis of CD activities on a national basis.

TAFE Vocational Curriculum Development Processes for Consideration

- Recognition of the educational and training need as expressed through a variety of channels.

- . Investigation of the need.
- . Investigation of the demand (assuming that need and demand are separate).
- . Submission of course proposal (or review) for official comment/decision to proceed (to include details of the curriculum research and development and an indication as to the extent of the preliminary resource statement).
- . Approval or approval in principle to proceed.
- . Planning of the management approach.
- . Design of the CD process and the appointment of suitable persons to form a CD team or its equivalent according to the many designs which may ensue (the proper mix of experienced persons).
- . The link with the departmental formal permanent structure responsible for curriculum development.
- . Course design (strategies, advice, library search, occupational survey?, methodology etc.).
- . Syllabus design:

definition of a syllabus -

A syllabus is a document which communicates data about a specific course of study to administrative decision makers, teachers, students and other relevant persons or groups. It is a component of the overall curriculum documentation.

The purpose of a syllabus document is to communicate the structure, content, purpose of the course and the means by which this will be assessed.

In essence a syllabus document recognises what needs to be learned and how it should be done. The following points are considered essential to an effective syllabus document:

clarification of:

- . course aims and course objectives
- . course structure and content
- . length of course
- . statements on mode, e.g. presentation in modular or subject order
- . individual subject arrangement - subject aims and objectives
- . statements on assessment and quality control
- . statements on human and material resources
- . statements on teaching/learning methodologies, use of educational technology, accommodation, special equipment and specialised staff.

. Formal endorsement and approval (documentation)

This varies greatly within each State, depending on the nature of the CD, e.g. complete adoption of an existing course, an adaptation of an existing course, or a full scale curriculum development exercise covering a new course of study.

Persons and groups which may be involved:

- . decision makers at head office and college level depending on the delegated level of authority
- . licensing boards and examining boards
- . advisory trade committees, ICTC etc.
- . government departments
- . external professional associations
- . trade unions
- . other statutory accreditation bodies dealing with States post secondary education
- . the community being served
- . employer associations.
- . advisory committees

. Final approval

Courses which are of considerable length and level of study require rather comprehensive documentation.

"A curriculum document is an attempt to communicate the essential principles and features of an educational programme in such a form that it is understandable, open to critical scrutiny and capable of effective translation into practice."

Final approving authorities must be able to appraise the educational course across its full spectrum of development.

A curriculum document should attempt to cover all aspects of the course development, from the expression of the educational need to the implementation of the programme and beyond. Statements should be written into the curriculum document on: need, investigation of the need, needs analysis, demand, demand investigation, design of the syllabus, relationship of the course to other existing programmes, educational support services, and resources, both material and human. The latter aspect should be in the form of a full impact statement on resources.

The syllabus document relates to the structure, educational content and assessment.

Statements should be written on: the level of the award; the TAFE stream and field; length of course; course aims and objectives; course structure; arrangement of individual subjects; course and subject content; texts and references; and maintenance of standards. Other statements include institutional approval (i.e. formal approval of institutions where the course is to be implemented).

The syllabus document, although an entity in its own right, is also a component of the overall curriculum document.

Quality control

Because the main thrust of the study will be in the vocational area of TAFE where the majority of the courses service industry and commerce, the term quality control has been adopted.

The following comments on quality control treatment pertain to the area of curriculum development dealt with within the bounds of this Project.

Quality control is an industrial concept with which most TAFE client groups, both at the employing and employed levels are familiar. The term evaluation is less clear in this context and has a number of connotations among educational course developers.

Quality control means setting and maintaining course standards and it is the responsibility of the curriculum designer and developer to include in syllabus documents written statements on standards and their maintenance, e.g. the method of assessment by colleges, schools and statewide examination authorities. Such statements should be mandatory, especially if the course is offered by a number of institutions.

Quality control is implicit in the iterative process of curriculum development, i.e. feed-back loops exist between each elemental stage of the curriculum development process. Such feed-back loops ensure that if there are any individual elemental stages where problems arise they are located and remedied. The elements, including the corrected ones, then support each other in a systematic way.

In most TAFE vocational courses the emphasis is on the performance of a skill or on the body of knowledge associated with a particular area. Because of such emphasis student assessment relies heavily on a criterion-referenced approach. In practice a mastery of skills and knowledge is the main criterion.

Quality control is intimately involved with the accreditation process, because the success or otherwise of a course or programme put up for accreditation may well depend on the statements made in the syllabus documents on course standards and their maintenance. This aspect is of particular importance where external accreditation is concerned, e.g. state accrediting authorities such as TEASA, VIPSEC etc.

PURPOSE OF THE INVESTIGATION

THE UTILITY OF THE INVESTIGATION (WHO MAY USE THE FINDINGS)

It is envisaged that the report of this study will enable the TAFE authorities across Australia to be in a position to evaluate their own operations in terms of criteria identified during the investigation. Findings stemming from evaluations of this kind may be used to improve the effectiveness and efficiency of the curriculum processes within that TAFE authority.

The comparative analysis may prove useful to State/Territory managers of curriculum/research branches or sections in improving the content of their curriculum documentation and also assist to provide better documentation for new and revised courses being submitted for final approval and/or accreditation.

Another important aspect of the analysis is the TAFE authorities' approach to indepth reviews of existing courses. While some States have clearly defined formal policies on course review procedures, other TAFE authorities are on the threshold of such development.

Furthermore, the analysis may be of assistance to the Technical and Further Education Council for a fuller appreciation of how TAFE curricula are developed across Australia.

Finally, planning committees of the various TAFE authorities may find the curriculum data base of assistance in establishing master plans or modifying existing strategies, and in facilitating co-operative ventures between States, e.g. the data could be utilised through the TAFE NATIONAL CENTRE FOR RESEARCH AND DEVELOPMENT and by national working parties.

AN OUTLINE OF THE PHILOSOPHY OF TECHNICAL AND FURTHER EDUCATION

PHILOSOPHY OF TECHNICAL AND FURTHER EDUCATION (unless otherwise spelt out the term Committee refers to the Kangan Committee on TAFE IN AUSTRALIA)

This Report focuses mainly on the vocational aspects of technical and further education in Australia; consequently the outline of TAFE educational philosophy will reflect that concentration.

The philosophy of TAFE has been expressed in a number of documents, but perhaps its fullest expression is to be found in the documents surrounding the setting up of the Australian Committee on Technical and Further Education (ACOTAFE) at the beginning of the seventies, especially the reports of the committee under the chairmanship of Mr. Myer Kangan.

The central theme of the Kangan Committee's 1974 Report on TAFE in Australia, was the provision of unrestricted access to post school education through TAFE designated educational institutions. Open access in essence meant the,

"removal of barriers from and the introduction of encouragement of entry into technical and further education by all adults."¹

The Committee's approach to TAFE covered all aspects of post school education, the large enrichment or leisure area, which adds to the quality of adult life, and the vocational area, which educates persons for employment opportunities. This report concentrates on the latter and maintains the Committee's view that vocational courses in TAFE institutions, while emphasising student needs, should also be relevant to employment.

The Kangan Committee pointed out that there are two emphases that can be given to the purpose of TAFE colleges and similar TAFE institutions: there is the industrial manpower view which sees the main purpose of TAFE colleges as being producers of skilled manpower for the development of the economy; and an educational and social view, where the emphasis is on the individual's development of his or her potential, but at the same time recognising that the technical education of the student must be within

the realities of the employment. The Committee opted for the educational and social view, while at the same time recognising TAFE's vital role in the manpower area.

"It is the view of the Committee that general and vocational education should not be artificially separated. Most forms of general education are vocational for at least some students. Again all vocational education affects the learner as a person and therefore has some general educational effect. The implication for vocational education is that training in the narrow sense can be a serious disadvantage for the student, both in terms of personal development and in acquiring the basic understanding that is needed for continuing education, and for acquiring other vocational skills."²

There is a persistent view that the institutional education/training of an apprentice is supplementary to the "on the job" training and that the emphasis should be on the acquisition of knowledge and skills. In fact in most TAFE institutions, and in the TAFE colleges in particular, apprentice education is a mixed system in which the educational and social aspects, and the acquisition of technical knowledge and skills complement each other.

The philosophical concept of recurrent education occupied the attention of the Committee and they regarded it as an essential characteristic of TAFE. Although there are other interpretations in the vocational TAFE context, recurrent education means keeping "up to date". This is essential to TAFE in a climate of rapidly changing technology.

"The concept of recurrent vocationally oriented education is especially relevant to technical and further education. It offers the best hope whereby the community can cope with shifting job specifications resulting from technological and social change, and especially with new employment opportunities which open up."³

The meaning of the term "technology" differs among those who are concerned with writing about it, designing courses for it, carrying it out in practice and conducting educational and training programmes to service its needs.

The Committee of Enquiry into Technological Change in Australia, generally referred to as the "Myers Committee" quickly had to come to terms with a conception of technology with which they could agree. Their working definitions are expressed as:

"technology is the body of information and of skills and experience developed for the production and use of goods and services. It may include:

Scientific and technical knowledge related to particular products, processes and methods of production;

engineering knowledge required to design, develop, implement, produce, operate, install, service, maintain or adapt machinery;

managerial knowledge required to marshal a work force, operate plant and equipment, obtain and administer funds, and identify, establish and satisfy markets.

Technological change is a change in processes, materials, machinery or equipment, which has impact on the way work is performed in an enterprise or on the efficiency and effectiveness of the enterprise."⁴

One of the key principles technical and further education course developers should keep in mind when applying the educational and social viewpoint to the curriculum development of vocational courses, is relevance. It is, in this context, uneducational and uneconomic to include vocational course content which is of little use to the student in an employment situation.

Course developers are often tempted to include subjects or topics into a syllabus which are of personal interest to the developer and only marginally relevant to the stated course aims and objectives. Such 'vocational' and personal temptations should be avoided and all content put to the test of relevancy.

The ACOTAFE Committee strongly supported the need for relevancy, especially in the light of technological change, by stressing that relevancy should be highlighted in periodic indepth reviews of existing TAFE courses from basic trade apprenticeship to the higher level certificate courses. The Committee points up the important role which curriculum programme standing committees have to play in keeping TAFE vocational courses relevant to the existing and perceived future needs of industry and commerce.

TAFE authorities have a responsibility for ensuring the relevancy of course content to occupational needs and this can only be achieved by an ongoing liaison with industry and commerce through formal and informal means. Formal structures should be through standing committees, and in certain instances ad hoc groups with strong industrial and commercial representation working in co-operation with a nucleus of TAFE vocational educationists.

Mechanisms for obtaining valid information relating to vocational need and demand have evolved within the curriculum research and development branches of the Australian TAFE authorities in accordance with the recommendations of the ACOTAFE Committee in their 1974 Report; which called for a stepping up of research to facilitate:

- . "understanding the problems of access to vocational education, problems of literacy, and learning difficulties experienced by adults of various ages.....,

- . development of improved and increasingly more reliable and valid methods of assessment and reporting of students' educational achievements.....,
- . development of educational technology and its increased integration into learning strategies.....,
- . dissemination of self learning facilities.....,
- . more frequent revision of curricula in light of technological, social and other changes.....,
- . the redesign of courses to integrate social and communication skills, both oral and written, with technical skills and give students a broad awareness of the social implications of technological and other emerging developments in their fields."⁵

Data from this investigation into the curriculum development processes in TAFE reveal that the TAFE authorities have developed well planned and researched data gathering mechanisms, which are being used in the exploratory phases of course development. The present research tools for gathering information are in the general category of structured industrial surveys, usually proven instruments of questionnaire type. From industrial surveys may come more refined occupational analyses resulting in task schedules and skill/competency profiles. From such research data meaningful job specifications can be established, which allow the writing of course aims and objectives, along with subject terminal objectives. With such validated research data, course planners and developers can, and do, design TAFE vocational curricula which are relevant to the employment needs, and moreover, the research data allows reasonably accurate estimates of the demand for the course.

Sophisticated research methodologies as outlined above, are costly in terms of manpower and time. Consequently a number of TAFE authorities are researching adaptations of existing models and experimenting with other alternative methods e.g. DACUM techniques⁶ rather than full scale surveys; occupational duties rather than task analyses, in an attempt to minimise cost, but at the same time maintain valid procedures for obtaining data for curriculum decision making purposes. i.e. Research data found necessary for planning, development, and the implementation of changes.

Another strongly supported element of TAFE philosophy is an adequate counselling service to students. Proper counselling is an essential part of TAFE's task to help people to make the best use of their potential within their capacity. The Kangan Committee gave strong support to the establishment of proper counselling services.

Self learning is another feature of TAFE and can only be effective in an all-round learning environment. In the intervening years since the ACOTAFE Committee first reported on TAFE in Australia, the growth of the learning resource centres in TAFE educational

institutions has seen some advances, although in recent years the pace has slackened off. The forward looking concept of appointing lecturer-librarians to conduct learning resource centre educational programmes for students began in the early days of TAFE LRC growth, but has now all but ceased due to TAFE authorities economies.

Running parallel to the provision of proper learning environments, of which the LRC can be the hub, is the development of lecturing staff. It is essential for TAFE to be successful that teachers are given the encouragement and opportunity to properly train themselves for the TAFE educational process. Such preparation does not only call for knowledge and skills in the subject areas of their expertise, but should include sharpening of attitudes to the aims and objectives of technical and further education in accordance with its philosophy.

"Emphasis on providing an educational service to people of all ages, regard for individual needs, technology in education, self paced adult learning, use of library resource centres, unrestricted access, recurrent vocationally oriented education, counselling and guidance services, social worker help, tutorial assistance - all these must be made an integral part of technical teacher training."⁷

The foregoing describes in brief some of the philosophical building blocks from which the edifice of technical and further education in Australia has been built. These strong humanistic values are still claimed for TAFE three quarters of a decade later, but their full expression is constrained by a different economic climate to that which prevailed when the original statements were made.

The TAFE Commission, which the ACOTAFE Committee recommended, was short lived following restructuring of the national educational authorities. The original TAFE Commission was replaced by the Technical and Further Education Council which is part of the single Tertiary Education Commission.

By 1979 the Williams Report on Education, Training and Employment, called for a National Centre for Research and Development in TAFE to be responsible for research into: teaching materials; the analysis of skills required for various occupations and the courses related to them; accreditation for TAFE courses; classification and nomenclature of TAFE courses; teaching aids; and the development of self paced learning programmes. The Williams Report also called for programmes of action to provide learning resource centres in technical colleges; staff development programmes in the use of learning resource centres; and the supply of adequate support staff for these activities. Other recommendations raised the need for an increase in the range and flexibility of TAFE programmes designed to make TAFE more accessible; and more bridging and remedial courses.

Such recent recommendations indicate that the philosophical concepts contained in the Kangan blueprint for TAFE have not been applied as the ACOTAFE Committee recommended.

In the same year (1979) in which the Williams Report was released, the Technical and Further Education Council produced a discussion paper entitled "TAFE and Training for Skills" as a contribution to the ongoing debate about how Australia might best train the skilled people it will require in future years.

It is significant that despite pressures from industry and other quarters in a climate of educational uncertainty and economic recession, especially in the manufacturing and technical servicing sectors of the economy, the TAFE Council upheld the philosophies and approach to TAFE vocational education expressed by the ACOTAFE Committee.

"To the extent that education and training systems can contribute, (to the training of skilled workers) the question of skill requirements must be considered in more than a narrow numerical context. Attention must also be directed not only to producing adequate numbers of skilled persons, but also to providing individuals with a suitable theoretical and conceptual base for the practical application of occupational skills, with the capacity to cope with changing technology and job requirements, with a willingness to refresh or improve their employment skills or to retrain for alternative employment as required, and, where necessary, with the ability to cope with the disruptive personal effects of retrenchment or unemployment."⁸

The TAFE Council at the very beginning of its discussion paper points out that each individual possesses a wide range of talents and that these talents interact with work/education/training experiences to meet either partly or fully, the skill requirements of a number of occupational groups. To develop the talents and aptitudes in line with the spirit of the above quotation, TAFE vocational education and training should take place through broadly based vocational education.

- 1 TAFE IN AUSTRALIA: Report on needs in technical and further education, Volume I Report, April 1974, preface p.xxvi
- 2 TAFE in Australia, 1974 Report, PP.7-8
- 3 OP. CIT P. XXXVII
- 4 TECHNOLOGICAL CHANGE IN AUSTRALIA VOL I, page 8
- 5 TAFE IN AUSTRALIA 1974 REPORT PP. 39-40
- 6 DACUM - "Developing a Curriculum", Centre for Continuing Education, University of British Columbia and the Ministry of Education, British Columbia (see description in Glossary of Terms)
- 7 TAFE in Australia, 1974 Report 2. XLI
- 8 Technical and Further Education Council. "TAFE and the Training for Skills" - a discussion paper, March 1979, P.2

SECTION II

. OVERVIEWS OF THE STATES AND TERRITORIES ORGANISATIONAL AND ADMINISTRATIVE STRUCTURES

- . ACT, AUSTRALIAN CAPITAL TERRITORY
- . NSW, NEW SOUTH WALES
- . NT, NORTHERN TERRITORY
- . QUEENSLAND
- . SOUTH AUSTRALIA
- . TASMANIA
- . VICTORIA
- . WA, WESTERN AUSTRALIA

PREAMBLE TO SECTION II

The overviews of the States and Territories administrative and organisational structures, especially those structures directly relating to curriculum development of new and revised TAFE courses, are restricted to the functioning of those structures at the time of the Project Manager's investigation, i.e. October-November, 1980.

At the second meeting of the Project's National Steering Committee in May of 1981, the Committee wished the Report to reflect certain developments in the curriculum development of TAFE courses since the initial investigatory visits by the Project Manager in October-November, 1980. The mechanism adopted to achieve this request is the use of footnotes in the Overviews Section, i.e. Section II.

The purpose of using overviews of the administrative and organisational structures of the eight TAFE authorities is to assist the reader of this report to obtain a working knowledge of the practices and procedures of the authorities, especially those practices and procedures which relate to the investigation, research and curriculum development of new and revised TAFE courses.

The sources of information open to the writer were: the State Papers delivered at the National Seminar on TAFE Delivery Systems held in Melbourne in May 1980; interviews with a range of senior officers of the TAFE authorities during the data collecting phase of the project; further interviews with head office and college based curriculum developers; discussions with managers of support branches associated with curriculum development (all authorities); personal observations by the writer during the visitation data collecting phase of the project; from responses given to questions raised during the case study interviews; and the detailed evidence given by the TAFE authorities representatives on the Project National Steering Committee.

The findings and recommendations contained in each TAFE authority overview may not in every instance reflect what has been written in the overviews, but generally do. All findings and recommendations in this section of the report are the personal observations of the writer and have been ratified by the individual TAFE authorities representatives on the National Steering Committee as being valid observations of the conditions prevailing at the time of the interstate visits during October-November 1980, and the subsequent period concluding in May 1981, when the National Steering Committee examined the Working Document of this report.

Because the annexures to the overviews cause a build-up in volume, they are converted to microfiche form and stored in a pocket in the rear cover of this Report.

AUSTRALIAN CAPITAL TERRITORY, ACT
TECHNICAL AND FURTHER EDUCATION
ORGANISATION AND ADMINISTRATION

AN OVERVIEW

Technical and Further Education in the ACT is administered by the Office of ACT Further Education (the Office) of which the Director is the most senior officer. The Office, which is a division of the Commonwealth Department of Education, is the highest policy making authority on TAFE matters in the ACT and was established in 1979 to administer and co-ordinate TAFE activities in the Territory.

The Office comprises the Director, Deputy Director, and three branches, viz.,

Services and Training, responsible to the Deputy Director
 Policy and Planning, responsible to the Deputy Director
 Buildings and Curriculum, responsible to the Director.

The chief advisory body to the Office is the Standing Committee on ACT Further Education, which is similar to such bodies as the Technical and Further Education Councils in some States. This Committee advises the Office on the operation of the TAFE system and assists with planning by recommending future directions and objectives for TAFE development. The Committee has wide representation of industries and the community in general and its members are senior officers in their respective areas of interest.

The ultimate responsibility for funding of the system rests with the Commonwealth Department of Finance, although the Office co-ordinates the requirements of each institution. The Technical and Further Education Council of the Tertiary Education Commission advise the Department and the Office but have no direct funding responsibility in the Territory. Their advice is sought in the determination of annual budget appropriations.

The conduct of all further education programmes is through five institutions, three of which are technical and further education colleges, and the others the Schools of Music and Art. The mainstream offerings of the Schools of Music and Art are in the advanced education area. The Principals of the TAFE Colleges and Directors of the Schools are responsible to the Director of the Office and use the support services extensively, but in fact operate with a fair degree of autonomy through Councils in each institution. The Councils of each institution are the chief advisors to the Principal who is responsible for the day to day activities and is also an executive officer of Council.

With curricula, all courses over 72 hours duration must be submitted to the Office for approval in principle and final approval, except that approval in principle for minor reviews need not be sought. The Department of Education in 1978 published a document entitled: "Procedure for Approval of New and Revised Further Education Programmes of Study in the ACT". This details the requirements of the Office and procedures it uses in determining approval for curriculum proposals received from institutions. (These procedures are currently under review, and are likely to be superseded within six months.) See Figure I for current procedures and flowchart.

Non-accredited, non-award (and less than 72 hours) courses are entirely the responsibility of the Councils and institutions.

The submission procedures are fairly well adhered to and any variations are due to the special circumstances which may surround a proposal such as political and social pressures, the special nature of the client group, or the urgency of the curriculum development.

The two TAFE institutions in the ACT at the time of the investigation were the Canberra and Bruce TAFE Colleges. Woden TAFE College took over responsibility for some students at other Colleges in 1980 and enrolled its first students in 1981.

An examination of the case studies supplied by both Bruce and Canberra TAFE Colleges reveals that each college has established guideline documents for the submission of course proposals for approval in principle and final approval, and that they have established curriculum development models. The examples used are the development of the Interior Design Technicians Certificate and Secretarial Studies Course at Bruce and the Electrical, Automotive, Geoscience Technician and Welfare Certificate Courses at Canberra. Each represents an example of the individual institutional approach to TAFE curriculum development in the ACT.

Institutions may and generally do, seek accreditation for vocational courses and the official body for this process is the ACT Further Education Accreditation Committee (FEAC). This Committee was established as a separate body in 1977 and works closely with the Office.

The Office gives final approval for the implementation of the courses and then FEAC determines the level of award. This determination is carried out by specialist panels of FEAC which examine the course and visit the institution during the early phases of the conduct. There are three levels of award: course, trade and certificate.

Trade courses must be approved by the ACT Apprenticeship Board before introduction and submission to FEAC for accreditation. Institutions are responsible for their own curriculum development activities using their own guidelines which correlate closely with the requirements laid down by the Office and FEAC.

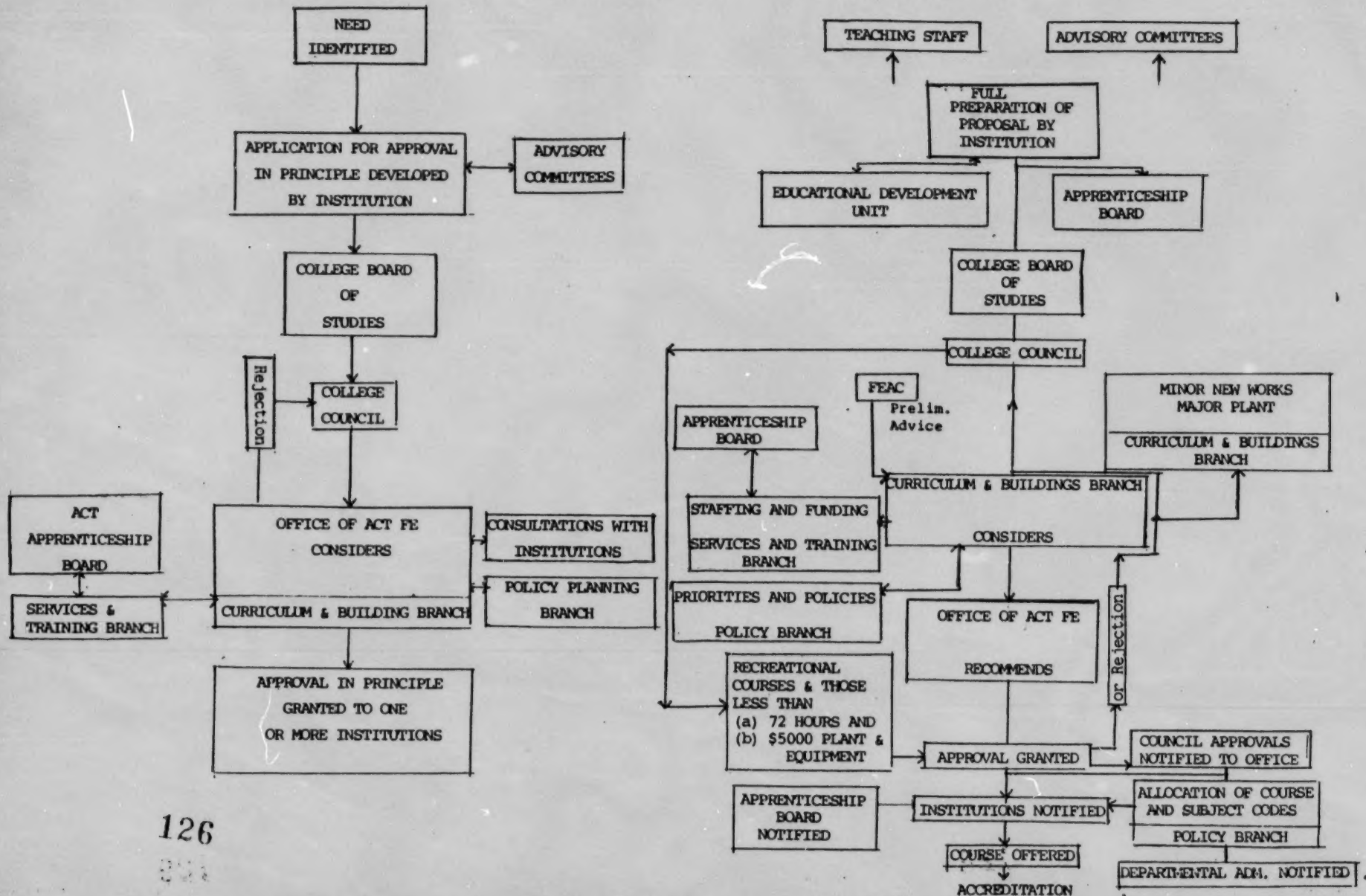
ACT FLOWCHART OF TAFE COURSE PROPOSALS

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FIGURE 1

APPROVAL IN PRINCIPLE

FINAL APPROVAL



Generally the curriculum development activity is a team effort between the assistant principal (curriculum), the staff of the study area in consultation with the Head of School, a research officer of the Educational Development Unit and the Programme Consultative/Advisory Committee.

The submission of a proposal for a new or revised course undergoes a dual process. First an outline of the course with reasons for its conduct at that college, general aims and objectives, basic information on need and demand, moves through the assistant principal to the board of studies, the education committee of the council and on to the Office for approval in principle. (See attachments Nos. 2&3) The documentation is in accordance with the college guidelines and requirements of the Office. Once approval is given, work commences on the syllabus by the sub-group of experts, e.g. study area staff and Educational Development Unit officers. The Programme Consultative/Advisory Committee is in continuing liaison with the syllabus sub-group (working party) who are in most cases on the advisory committee.

Following endorsement by the Programme Consultative/Advisory Committee, the fully documented proposal passes from assistant principal to board of studies, to the Educational Committee of the college council, and after the council's endorsement, to the Office for final approval. If the course is a trade programme then it must also be approved by the ACT Apprenticeship Board before being examined by FEAC. FEAC accredits a course after the Office gives final approval and the course is in its early phases of conduct at the College.

TAFE Colleges have encouraged the establishment of course advisory/consultative committees. These represent specific study areas and have strong industrial/client group representation. They thus perform a curriculum advisory role within the institution and a bridge of communication with industry and community interests.

In curriculum matters the Education Committee of Council carefully examines all new and revised course proposals and makes recommendations to Council. Each College Board of Studies operates closely with the Education Committee of Council. Each School within the College is represented and the Head of School is responsible for the submission of a course proposal from that School. The Boards of Studies also have other representation from within the College and have links with the Program Consultative/Advisory Committees and the working sub-groups of the particular curriculum proposal. The Boards of Studies have a special responsibility for assessment and course standards.

The organisational structure of TAFE colleges in the ACT provides for a Principal and a maximum of three Assistant Principals. The assistant principal (curriculum) is responsible to the college principal, and through him to the college council, for all curriculum activity within the college. The Assistant Principal works in close association with the heads of study area schools within the college structures and other senior staff, giving strong support and advice on curriculum development processes, from the recognition of an educational need through to the procedures for final approval and accreditation.

Often, depending on the circumstances, the unit within the college responsible for educational research and development (e.g. the Educational Development Units of Canberra and Bruce Colleges) becomes the centre of the curriculum development activities, using the experts from the study area to supply course syllabus content and other information relevant to the course.

These development units within the colleges are understandably small in size and scope when compared with the organisation of research and development branches of State authorities.

The maintenance of the standards of TAFE courses is formalised by a requirement of the ACT FEAC guidelines, which calls for an in depth five year review of all accredited courses. Within the TAFE institutions the constitution of Programme Consultative/Advisory Committee requires an ongoing appraisal of the courses for which they are responsible and recommends changes which the committee thinks relevant to the validity of the course.

The professional teaching staff are required to constantly reappraise the approved syllabus and curricula. This responsibility lies directly with the Head of School. The Bruce and Canberra Colleges have their own guidelines for the submission of new and revised courses, but each college has observed the submission requirements laid down in the 1978 document of the Office as mentioned above.

Attachment 2 is a flow chart supplied by the Office showing the procedures for approval in principle and final approval (including accreditation). The attachment of the Canberra College guidelines paper (see Attachment 2) covers the internal and external requirements for submission of new and revised courses submissions. Bruce College's guidelines are similar and are currently being redrawn. The inclusion of the ACT Further Education Accreditation Committee guidelines (Attachment 5) explains in some detail the nature of the final approval curriculum documentation.

Summary

Technical and Further Education in the ACT is the responsibility of the Office of ACT Further Education of the Commonwealth Department of Education and is administered by a Director assisted by a Deputy Director.

The Office comprises the branches of:

- Services and Training;
- Policy and Planning; and
- Buildings and Curriculum.

The Director is advised on technological change and other future trends affecting TAFE by the ACT Standing Committee on Technical and Further Education.

TAFE programmes are offered by five ACT Institutions which are officially responsible to the Director of the Office but have a fairly high level of autonomy in the day to day operation of the College.

College councils are the top policy making bodies within the college and advise and work closely with the college principal, who is a member of council. The institutions are responsible for their own curriculum development and submit proposals along established guidelines to the Office. Case studies for this investigation were supplied by the Bruce and Canberra Colleges. Both institutions have clear cut guidelines for the procedures and submission on new and revised course proposals for approval in principle and final approval. The college guidelines are in accordance with the information requirements of the Office and the ACT Further Education Accreditation Committee.

Within the colleges, the curriculum development processes may vary from case to case due to the special circumstances which may surround the course in hand at the time.

All TAFE courses must be endorsed: courses less than 72 hours are approved by the college council after endorsement by the Programme Consultative/Advisory Committee; courses in excess of 72 hours must be endorsed by the programme committees and the College Councils before the Office gives final approval and ACT FEAC gives accreditation. In the case of trade courses the programmes must be approved by the ACT Apprenticeship Board.

TAFE institutions have close links with industry and the general community through the programme advisory committees and college councils.

In curriculum matters the college Assistant Principal is responsible to the college Principal and College Council and he works closely with the Heads of School, subject experts, and the programme consultative/advisory committees and the college educational development unit. Curriculum development activities within the colleges are usually team efforts.

The colleges Boards of Studies represent the whole college on curriculum appraisal, having the Heads of Schools as members and they have a strong function on the maintenance of course standards. The maintenance of course standards within the institutions is further formalised by means of the ACT FEAC "Guidelines for Proposals for the Accreditation of Programmes of Study in Further Education Institutions in the ACT". The most singular quality control mechanism is the requirement for reviews in depth every five years.

FINDINGS

- . That the curriculum development processes used by the Bruce and Canberra TAFE Colleges are well defined and that the case studies indicate that the processes appear to meet the vocational educational/training needs of the client groups they serve in the design and curriculum development of TAFE courses.
- . That although the curriculum models, particularly in the case of the Bruce College of TAFE, follow a system approach, there is a measure of flexibility built into the systems to cater for special circumstances where the whole range of the curriculum development processes may not be required or fit the model.
- . That because the curriculum development process of approval in principle is the prerogative of the Office of ACT Further Education, the 'Office' can and does direct where the course will be offered before it has been developed. This step in the full curriculum development procedure is an advantage, which assists the OFE in planning its TAFE programmes, e.g. the Auto Electrical Trade Course, which was proposed by the staff of the School of Automotive Engineering at the Canberra College of TAFE, was approved in principle to be offered at that College. Later, for similar reasons, the Automotive Engineering Certificate Course was approved in principle to be offered at Bruce TAFE College.
- . Both Colleges have clearly defined policy documents laying down the procedural path for the submission of course proposals for approval in principle and for final approval and accreditation. These College submission guidelines mesh smoothly with the official procedural guidelines established by the Office of ACT Further Education and the ACT Further Education Accreditation Committee. This close correlation of course proposal submission processes allows the colleges to plan for the implementation of the proposals with the knowledge that approval may be within the time allowed. (In the case of a course rejection the system allows time for amendments to be made.) The 'Office' however, is not involved while the College develops the curriculum; the ACT Apprenticeship Board is beginning to be so. While the ACT TAFE institutions enjoy a large measure of academic freedom in the day to day conduct of their operations, including curriculum development, there is no statute covering autonomy of operation for these institutions. However, the ACT TAFE Institutions work in harmony and close co-operation with each other and the Office of ACT Further Education in reacting to the education/training needs and demands of industry, commerce and the community in general in the ACT.
- . The establishment of a single statutory body with accreditation powers guarantees the quality of an accredited and approved course at the time of its implementation and the official course review policy of the Authority forms a strong maintenance of standards component.

RECOMMENDATIONS

- . That the Bruce and Canberra TAFE Colleges continue to refine the curriculum development processes described in their curriculum models and that the measure of flexibility indicated through the case studies be maintained to accommodate any special circumstances which may occur.
- . That curriculum approvals procedures developed as a result of a review of the present procedures
 - (a) clearly identify the role of the Office of ACT Further Education with regard to its approval functions;
 - (b) identify the responsibilities of the Apprenticeship Board (for trade courses);
 - (c) ensure that the time taken to consider proposals does not inhibit the ability of the institution to react to a quantified need and demand.
- . That consideration be given to the upgrading of the educational development units within both Colleges in terms of increased staff and facilities, whereby the level of applied educational research may be raised and an already effective support service to curriculum development may be enhanced.
- . That the ACT TAFE Authority liaise with TAFE authorities of the other Australian States and Territories on a common classification and nomenclature of TAFE awards.

DEPARTMENT OF EDUCATIONATTACHMENT 1

ACT FURTHER EDUCATION
ADMINISTRATIVE CIRCULAR.

Distribution: Principals/Directors, Chairmen of Councils, Staff - all ACT Further Education Institutions.

PROCEDURE FOR APPROVAL OF NEW OR REVISED FURTHER EDUCATION PROGRAMMES OF STUDY IN THE ACT - AMENDMENT.

The procedure set out below replaces that notified in the Administrative Circular of 13 July 1978, on the same topic. The amendments are the result of discussions held and comments exchanged between the Department and institutions since the issuance of the previous Circular.

The amended procedure is relevant to proposals for new or the revision of existing programmes of study by Canberra College of TAFE, Bruce TAFE College, Canberra School of Art and Canberra School of Music.

It will be noted that the amendments relate solely to the mechanics and timing of the procedural steps. There is no change to the information to be provided by institutions in any programme proposal or revision. Nor can there be any guarantee of accreditation. Formal accreditation is a separate procedure which will follow on, if appropriate, from the approval procedure.

Procedure

The procedure will apply in varying degrees to all new study programme proposals and proposals for programme revisions in ACT Further Education institutions. Vocational programmes or those requiring accreditation must meet all of the procedural steps, whereas non-vocational programmes not requiring accreditation are required only to meet the third step. The requisite steps in the procedure are as follows, with details of the information to be provided in Attachment 1.

1. Development of proposal in institution and endorsement by Council.
2. In-principle approval by Department.
3. Detailed development in institution and Council endorsement.

4. Approval by Department.

Administration

In implementing new or revised "approved" or "endorsed" programmes of study, the institutions assume responsibility for certain continuing functions, including:

- . allocation of accommodation
- . appointment of teaching staff
- . inclusion of future costs in financial estimates
- . advertisement of study programmes in handbook
- . ordering of teaching materials, furniture, plant, equipment, etc.

As study programme proposals are approved by the Department, advice will be forwarded to the proposing Council and to other institutions. Similarly, advice of Council endorsement actions will need to be forwarded to the Department and to other institutions. Registers of all programmes processed in this manner will need to be maintained by each actioning authority. At the time Departmental approval in principle is given for those programmes proceeding to accreditation, the ACT Further Education Accreditation Committee will be advised.

A glossary of relevant terminology (important terms) is attached.

R.A. FOSKETT
First Assistant Secretary
Territorial Education Division

27 September 1978.

Details to be Provided

For study programme proposals requiring accreditation, the following outline of details required should be used in conjunction with the paper "Guidelines for Proposals for the Accreditation of Programmes of Study in Further Education Institutions in the ACT", (ACT Further Education Accreditation Committee).

Steps 1 and 2

- . name of programme of study
- . aims and objectives
- . nature and extent of the need and how identified
- . assessment of graduate employment opportunities (vocational programmes only)
- . estimated enrolments
- . composition of advisory committee
- . notional cost estimate (resources, staff, accommodation requirements)
- . endorsement of Council
- . dates of proposed introduction and submission (if applicable) to Accreditation Committee.

Steps 3, 4 and 5

- . aims and objectives
- . level of award
- . nature and extent of need and how identified
- . employment opportunities
- . composition of advisory committee
- . estimated enrolments (including basis of forecasting), probable age group and expected educational entrance standard
- . duration of programme and pattern of attendance
- . possible progression to programmes of study at higher level
- . method of assessment
- . detailed programme outline
- . employment and/or promotion prospects for students
- . qualification on graduation, including professional recognition

- . detailed cost estimate, including specific reference to:
 - type, quality, quantity of learning materials, accommodation and equipment required
 - numbers, qualifications and experience of teaching staff required
 - staff/student ratio
 - numbers and type of support staff required
- . endorsement of Council.

Normal accreditation procedure will follow the above steps.

Important Terms

To assist in the understanding of the procedure and of the terms used, the following definitions are provided.

Accreditation	"Accreditation is the recognition afforded to an institution, a faculty or division, or a course or programme which meets some minimum standard or criteria demanded or set by a competent or recognised agency or association."
Approval	Approval is the recognition by the funding Authority that an institution has the facilities to conduct a proposed programme of study or that it will take steps to make those facilities available to that institution. Approval also implies that it is agreed that a viable programme exists, leading to adequate enrolments and vocational opportunities for graduates. The term will be reserved for vocational study programmes "approved" by the Department of Education at the conceptual stage (provisional approval) and when a programme is fully developed (final approval).
Endorsement	Endorsement is the recognition by the providing institution that the prescribed procedural steps have been followed and that a proposed study programme meets the necessary requirements set out in its statement of aims and objectives, etc.
Vocational Programme of Study	A vocational programme of study is one which is primarily designed for job preparation or to improve on-the-job performance. The term "vocational" will be reserved for those programmes which can be identified within the Streams 1-5 of the TAFEC classification of courses.
Non-Vocational Programme of Study	A non-vocational programme of study is one which is designed for individuals to acquire, usually on a part-time basis, knowledge or skills for the purpose of personal development or enrichment, or to utilise leisure creatively. These are usually Stream 6 courses.

CANBERRA COLLEGE OF TAFE

GUIDELINES FOR THE SUBMISSION OF NEW AND REVISED PROPOSALS FOR APPROVAL AND ACCREDITATION

(As prepared by the EDU)

These guidelines have been prepared to assist all teaching staff in the presentation of courses for approval by the Department, and accreditation by the ACT Further Education Accreditation Committee where appropriate.

Origin of Proposals

Proposals may come from various sources such as staff, students, consultative committees, members of industry or the community.

Procedure for Submission of New Courses of Study for Approval and Accreditation(i) Completion of "001" Form for Approval-in-Principle to develop

- Completion of the "001" form is necessary to provide the Department with sufficient basic information which will enable them to co-ordinate course development work through the different institutions and plan for possible growth in accommodation, staffing etc.
- The "001" is submitted for Departmental approval-in-principle of the course. (Note: no syllabus work is undertaken at this stage.)

Most of the information sought in the "001" is self-explanatory. However, the following comments on particular items may assist staff.

- Brief statement of course aims:

As little developmental work on course content will have been undertaken at this stage, the course aim should be a broad statement only, outlining the general purpose of the proposal.

- Brief statement of course objectives:

The course objectives should be stated in behavioural terms.

- Reasons for introduction of course

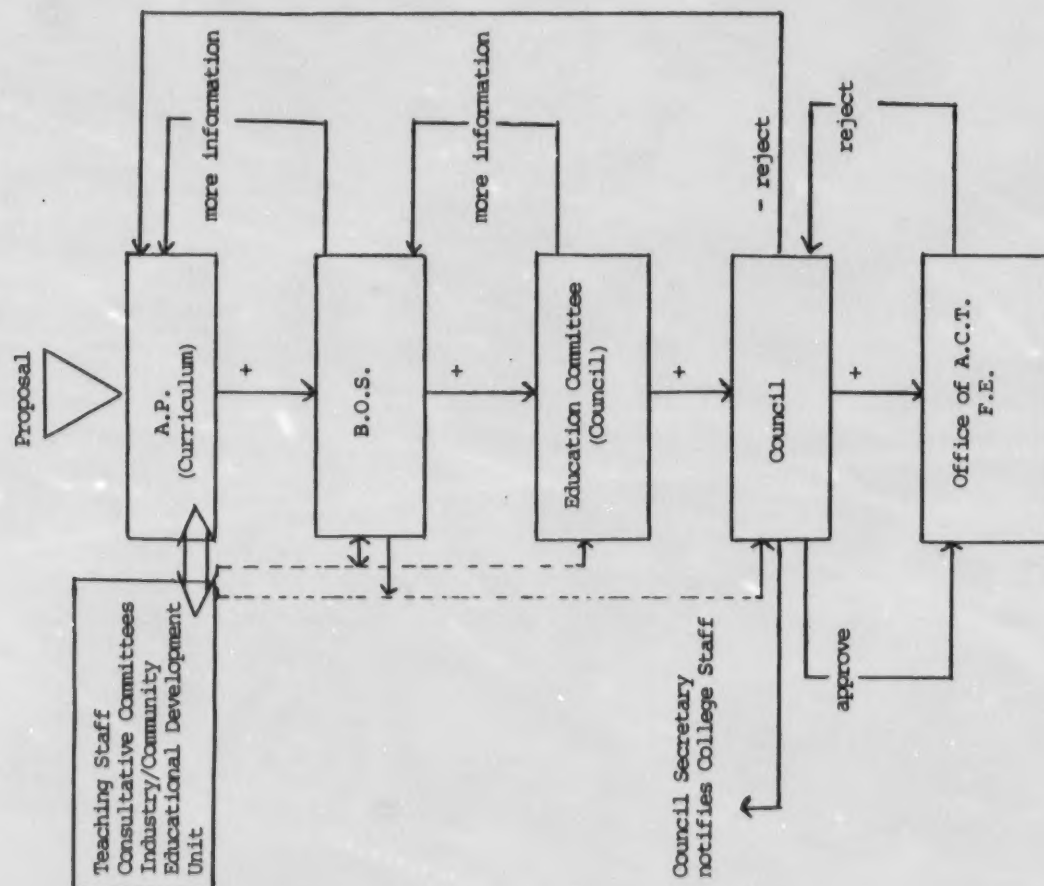
Information in this section should include a summary of preliminary research undertaken by College staff and an outline of the results of that research. An estimate should be given of the current and future demand for the course.

• Consultative Committee membership

It should be clear as to whether the Consultative Committee is the existing one (i.e. as approved and invited by Council) or the proposed committee. (If new, it will require Council approval.) The capacity in which members are serving/will be serving on the committee should be stated (e.g. names of employer, association, union, whether a formal member, advisor, Executive member, etc.)

(.) Procedure for 'Approval in Principle' of new proposals

Procedure for 'Approval in Principle' of new proposals.



*If the course is no more than 72 hours in duration and does not require accreditation, or is in the Stream 6 category and does not require accreditation, the proposal will not require Departmental approval. (Council approval is adequate.)

* If the course is no more than 72 hours in duration and does not require accreditation, or is in the Stream 6 category and does not require accreditation, the proposal will not require Departmental approval. (Council approval is adequate).

NOTE: When Departmental approval of the "001" to develop the course has been given, full course development can proceed.

(iii) Completion of Forms for Approval and Accreditation of New Proposals

The following format should be followed for submission of proposals requiring approval from the Department to introduce the course and accreditation where appropriate by the ACT Further Education Accreditation Committee:

- . Document 1 - the format and headings as set out in this document should be followed closely.
- . Document 2 - these extra details should be attached to Document 1 (includes finance details).

Most of the information sought in these documents is self-explanatory. However, the following comments may be of assistance.

Document 1

. Document 1 (1.2) Level of Award

- Certificate, Course Award, Trade, Statement, Associate Diploma.
- For an explanation of these Awards refer to Page 2 of Document 1.

. Document 1 (1.5.1) Entry Requirements

e.g. For trade courses: "ACT Apprentices must be approved by the ACT Apprenticeship Board. Desirable: ACT Year 10 or equivalent with good standards in Maths and English."

For other courses mention could be made of "ACT Year 10 or equivalent", or relevant work experience, etc.

. Document 1 (1.6) Consultative Committee Membership

- The membership should be as approved and invited by the College Council. A list of members and advisors should be provided, and the capacity in which they are on the committee noted.
- Endorsement of the proposal by Committee members should be indicated on Page 5(a) of Document 1.

. Document 1(2.6) Objectives of Instruction

- Objectives to be stated in behavioural terms.

• Document 1 (2.7) The Syllabus

- The syllabus should be sufficiently detailed to permit teachers to produce their own teaching programs.
- The subject number for each subject should be provided. This can be obtained from Student Administration.
- Two examples of how the syllabus could be presented are set out as follows:

EXAMPLE 1

SUBJECT:

NO:

TOPIC	SUGGESTED SCOPE/ACTIVITY
.....	
	
	

OR

EXAMPLE 2

SUBJECT:

NO:

TOPIC	OBJECTIVE
.....	
	
	

• Document 1 (2.8) Excursions/Visits

- Indicate where excursions/field trips/visits are to be held; duration; objectives etc.

• Document 1 (2.9) Form of Assessment

- State whether Category 1, 2 or 3 will be used. Refer to definitions below:-

1. Assessment

Each subject in:

- (a) all accredited courses, and
- (b) other courses in Streams 1-5 where attainment statements are to be produced automatically by the College, are to be subject to formal assessment. Where possible 4 grades will be used, namely distinction (D), Credit (C), Pass (P) and Fail (F). Where inappropriate 2 grades will be used, namely Pass (PP) and Fail (F).

2. That for 1 above, each subject be placed into one of three categories for assessment purposes:

Category 1:

2 marks would be derived one a class mark and one an examination mark and combined in a manner as per the following table. The class mark would be compiled using tests, assignments, seminars etc. The examination would be set from outside the College and moderated internally, or vice-versa. It would have security of manuscript, be set for under examination conditions and marking would be the responsibility of the examiner. The recommendation is that this categorisation be used for terminal core subjects in certificate award courses unless otherwise exempt.

Deferred examinations (as supplementary examinations) will not be offered: note that the schedule of marks has an in-built buffer.

"GRADING TABLE"

	DISTINCTION (D)	CREDIT (C)	PASS (P)	FAIL (F)
CLASS	≥ 40	≥ 40	≥ 40	< 40
EXAMINATION	≥ 80	≥ 67	≥ 45	< 45
AGGREGATE	≥ 155	≥ 135	≥ 100	< 100

Category 2:

One co-ordinated mark will be despatched to Student Records in a similar manner to NSW Category B. Note that the examination would be internally set, have security of manuscript, be set for under examination conditions and marking would be the responsibility of the examiner.

Category 2: "GRADING TABLE"

DISTINCTION (D)	≥ 83
CREDIT (C)	70-82
PASS (P)	50-69
FAIL (F)	< 50

Category 3:

Internal assessment by assignments, tests, class work etc. similar to NSW Category D. The relevant table selected would be identified in advance.

"GRADING TABLE I"

OR

"GRADING TABLE II"

DISTINCTION (D)	≥ 83
CREDIT (C)	70-82
PASS (P)	50-69
FAIL (F)	< 50

PASS (P)	P
FAIL (F)	F

Examples:Category 1

Classmark	Practical work	30%
	Assignments	30%
	Projects	<u>40%</u>
	TOTAL	<u>100%</u>

Examination Mark

NOTE: For Category 1 assessment, the suggested breakup for the Classmark should be provided.

Category 2

Classmark	Assignments	30%
	Reports	20%
	Projects	10%
Examination mark		<u>40%</u>
	TOTAL	<u>100%</u>

NOTE: For Category 2 assessment, the suggested weightings for the Classmark and Examination mark should be provided. The maximum weighting given to the Classmark is 60/40.

Category 3

Continuous assessment based on weekly assignments		
		70%
Test		<u>30%</u>
	TOTAL	<u>100%</u>

Continuous assessment based on weekly assignments		
		<u>100%</u>

. Document 1 (3.1) Staffing

- Staffing details required for the course - include full-time and part-time teaching staff, and support staff (Technical Officer, Technical Assistant, Clerical Assistant, Storeman). Indicate qualifications and experience.
- Indicate whether staff are currently employed/to be recruited.

. Document 1 (3.4) Library Holdings

- Provide a list of related books, journals, periodicals which are REQUIRED to support the course (this MAY be as per the recommended reading lists provided for each subject).
- Indicate which are available (i.e. currently held in the Library). If the list is substantial an indication of the percentage of books available will suffice.
- Provide details of proposed acquisition.

Document 2

Page 2 - "Details of Financial Requirements" (These details are for College use only.)

Completion of Columns 1, 2 and 3 will assist the College with planning/allocation of funds.

For new courses, the completion of Columns 1 and 3 will be required. Column 2 should not be applicable.

For revised courses, the completion of Columns 1, 2 and 3 will be required:

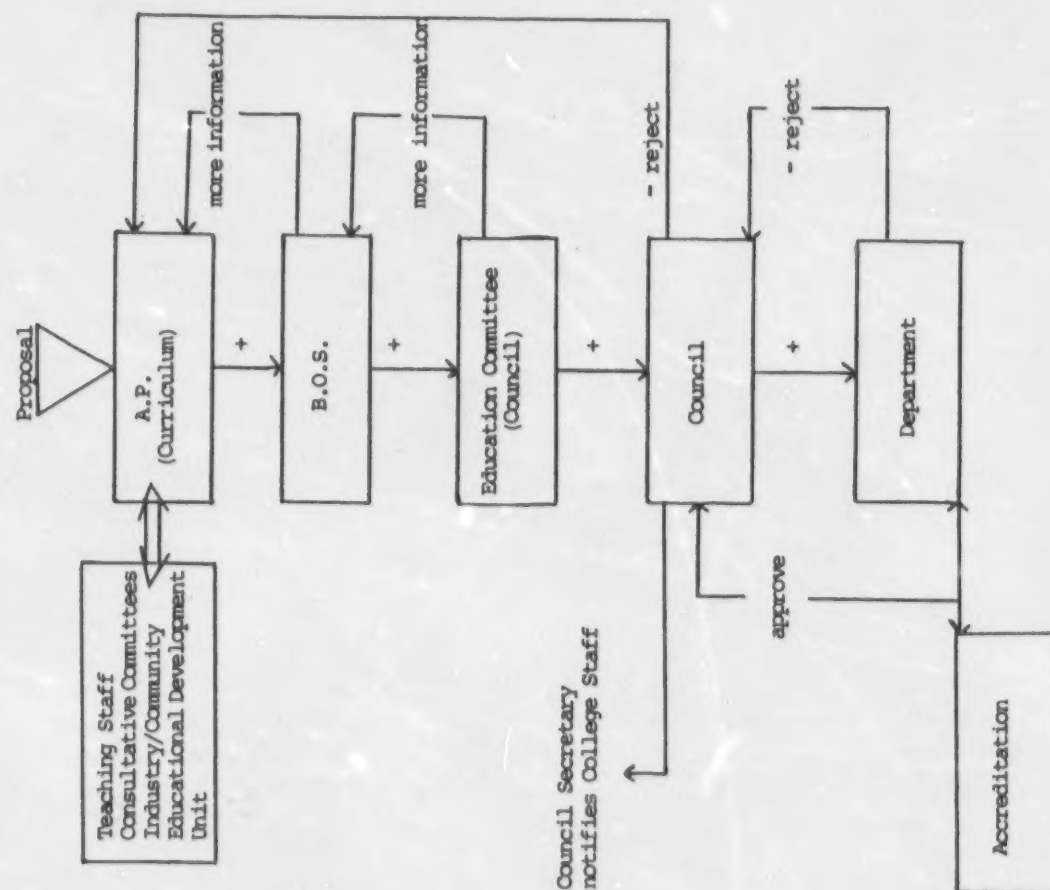
- Column 1 will indicate the cost of phasing in the proposed course.
- Column 2 will indicate the cost of running the existing course whilst the proposed course is also being phased in.
- Column 3 will provide the total operating costs per financial year. (This is obtained by adding the figure given in Column 1 to the figure given in Column 2.)

Page 3 - "Summary of Additional Fund Requirements" (For Departmental and College use.)

This summary will provide the College and the Department with an indication of the additional fund requirements for new/revised proposals. These costs are to be provided for each financial year, and can be calculated by deducting the "Present" cost (Column 2) from the "Total Operating Cost" (Column 3).

NOTE: Completion of these pages should not raise any problems for teaching staff, but if additional assistance is required then the College Finance Officer should be consulted.

() Procedure - New Proposals Requiring Approval and Accreditation



* If the course is no more than 72 hours in duration and does not require accreditation, or is in the Stream 6 category and does not require accreditation, the proposal will not require Departmental approval. (Council approval is adequate).

*If the course is no more than 72 hours in duration and does not require accreditation, or is in the Stream 6 category and does not require accreditation, the proposal will not require Departmental approval. (Council approval is adequate.)

Procedure for Submission of Revisions/Reaccreditations(i) Completion of FormsFirst Stage - Preliminary Advice

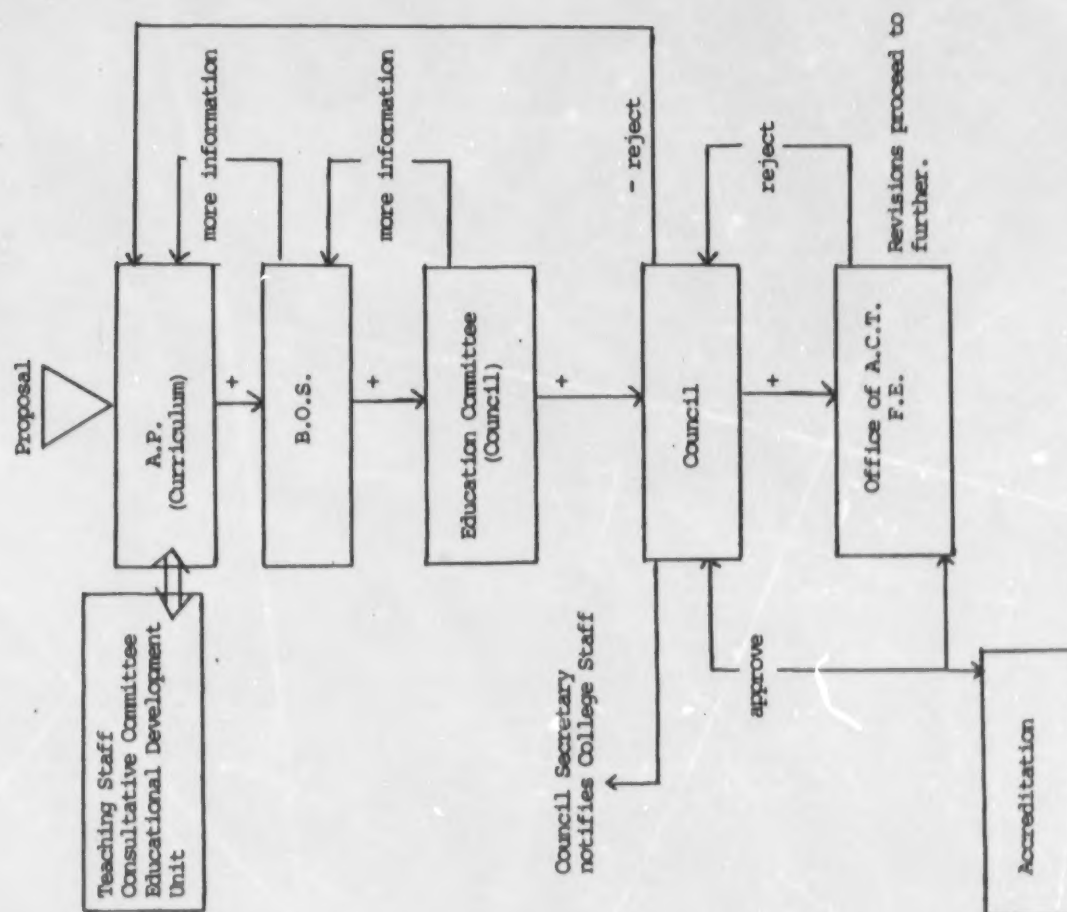
For courses that are coming up for revision/reaccreditation, no "001" form will be required for future submissions.

- (a) For revisions (i.e. courses not requiring accreditation) - preliminary advice on the nature and extent of the revision will be sought by the Educational Development Unit and the Department will be advised accordingly.
- (b) For reaccreditations (i.e. courses requiring accreditation) - the ACT FEAC requires preliminary advice on the nature and extent of changes to be made to courses coming up for reaccreditation. Brief details will need to be supplied at an early stage: (names of those courses coming up for reaccreditation; the proposed dates for reaccreditation; relevant comments; and details of the nature and extent of the changes to courses (including brief details of additional costs). The EDU will normally seek this information prior to reaccreditation. These details will then be steered through the College committees, and forwarded to the FEAC who will then determine whether the reaccreditation is considered a major revision or minor revision, and whether full details will be required.

Second Stage - Provision of full details for Reaccreditations/Revisions

The procedure to be followed will be the same as for new courses being submitted for approval and accreditation, i.e. the submission should follow the format as per Documents 1 and 2. (Refer page 6 of these notes.)

(.) Procedure - Approval and Accreditation of Revised Proposals (Second Stage only)



() Procedure - Approval and Accreditation of Revised Proposals (Second Stage only).

*If the course is no more than 72 hours in duration and does not require accreditation, or is in the Stream 6 category and does not require accreditation, the proposal will not require Departmental approval. (Council approval is adequate.)

* If the course is no more than 72 hours in duration and does not require accreditation, or is in the Stream 6 category and does not require accreditation, the proposal will not require Departmental approval. (Council approval is adequate).

DOCUMENT 2 - PROGRAM DETAILS

1. Title of program.
2. The nature and extent of need for the program and how identified.
3. Employment opportunities (include information on employment and/or promotion prospects for students).
4. Qualification on graduation including professional recognition.
5. Possible progression to programme of study at higher level.
6. Estimated enrolments (include basis of forecasting) and probable age group.
7. Financial summary of the additional costs to be incurred. (See attached sheet).

DETAILS OF FINANCIAL REQUIREMENTS

(for College use only)

COSTS	1					2						3				
	Cost of phasing in proposed program (with expected enrolments)					Cost of existing program whilst phasing in the proposed program						Total Operating Costs				
Financial Years	80/81	81/82	82/83	83/84	84/85	Present	80/81	81/82	82/83	83/84	84/85	80/81	81/82	82/83	83/84	84/85
ITEMS:																
Teaching Staff (F/T and P/T)																
Support Staff																
Plant and Equipment																
Accommodation																
Fares and TA (not staff development)																
Car/Bus Hire																
Reg. 90 allowance																
Maintenance																
Industrial Gases																
Library/Media Resources																
Computer Services																
Staff Development																
Consumables																
Printing																
Advertising																
Media Design and Production																
Miscellaneous																
TOTAL																

(Departmental and College Use)

SUMMARY OF ADDITIONAL FUND REQUIREMENTS

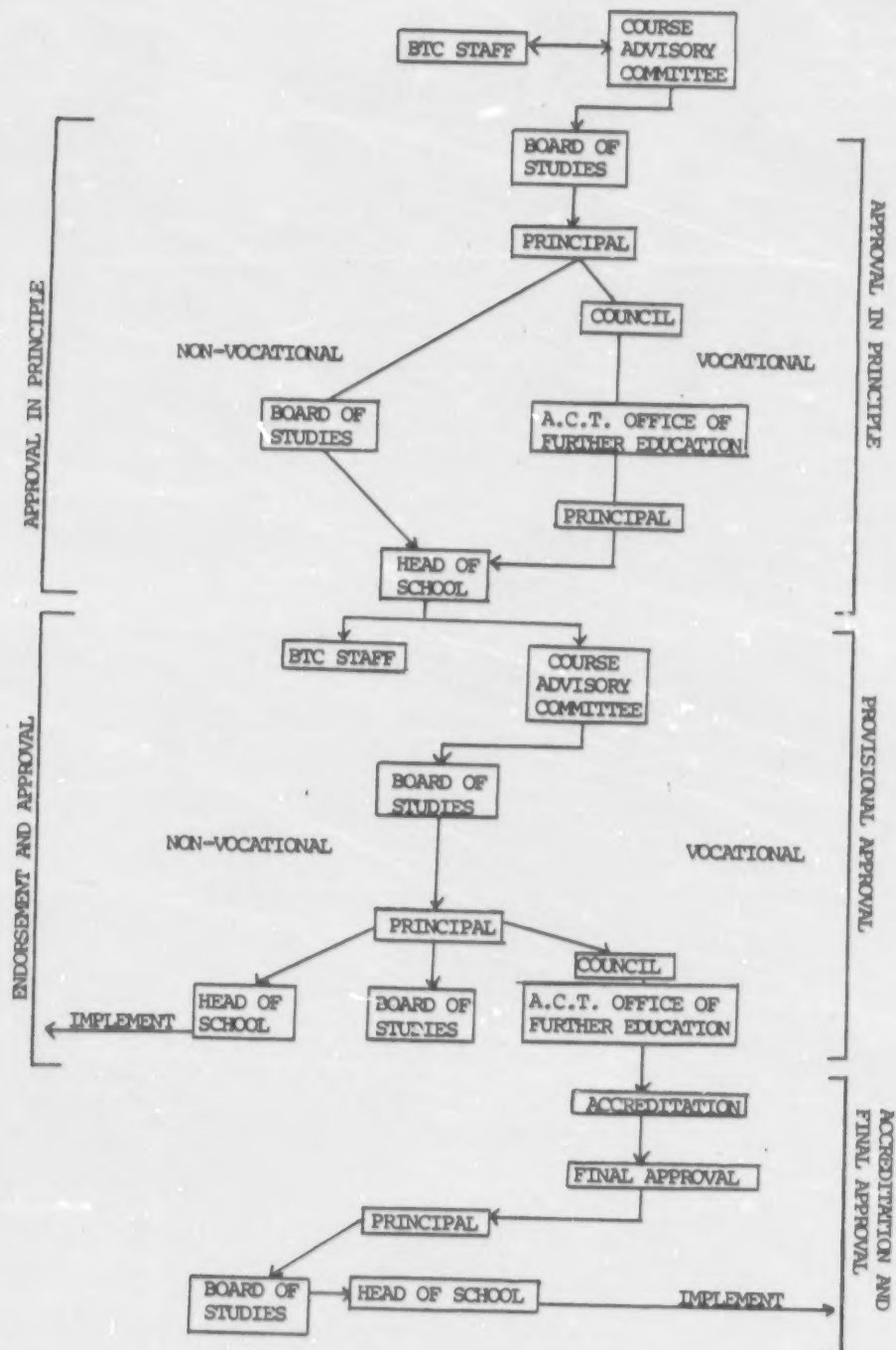
ITEM	Additional costs associated with introduction x					Where identified (e.g. draft estimates, revised estimates).
	80/81	81/82	82/83	83/84	84/85	
Teaching Staff						
Support Staff						
Plant and Equipment						
Accommodation						
Other Expenses*						
TOTAL						

*Includes costs for fares and TA (not Staff Development), car bus hire, Reg 90 allowance, maintenance, industrial gases, library/media resources, computer services, staff development, consumables, printing, advertising, media design and production, and miscellaneous.

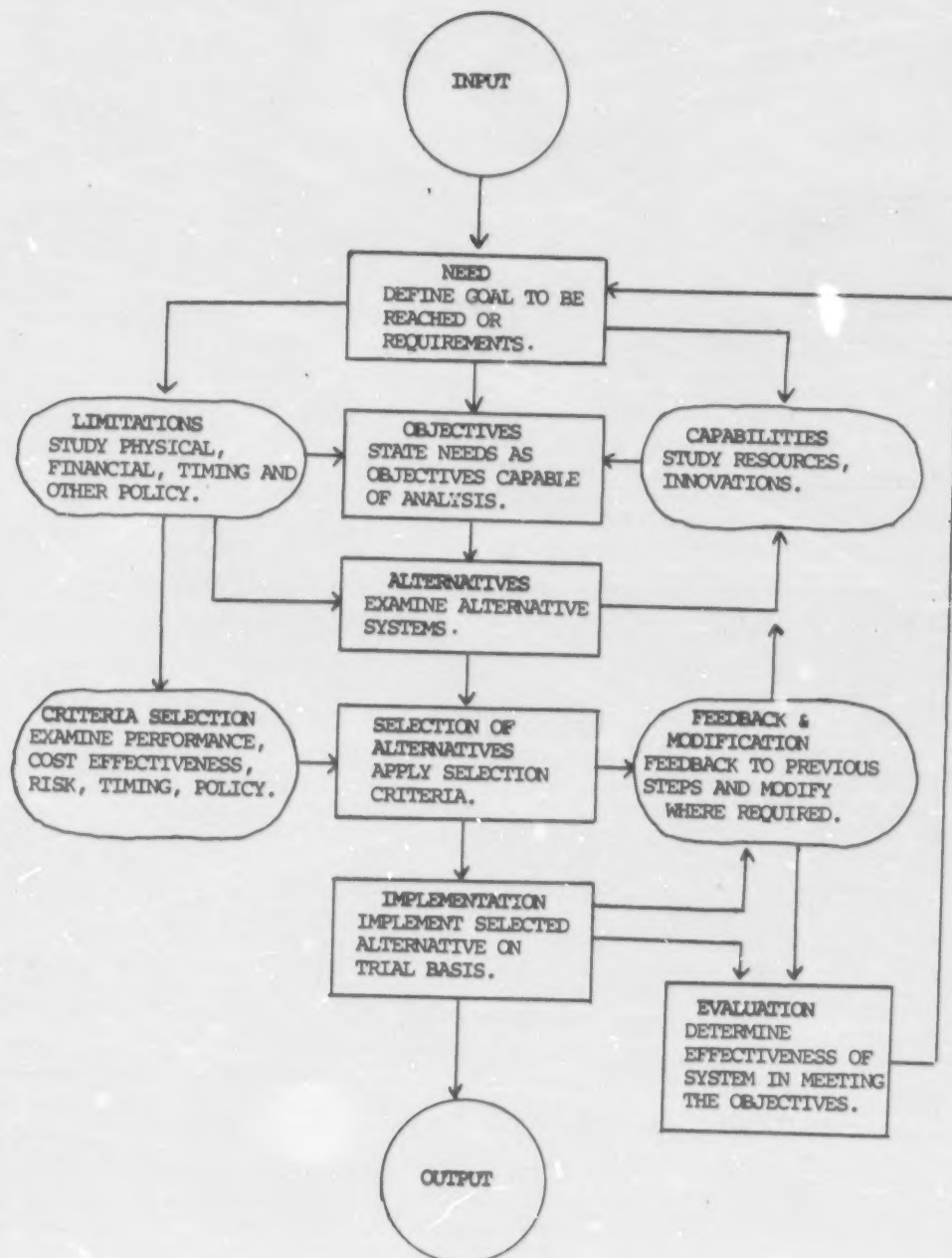
x Costs/financial year additional to current situation

BRUCE COLLEGE OF T.A.F.E.
 GUIDELINES FOR THE SUBMISSION OF NEW AND REVISED COURSES
 PROPOSALS TO THE OFFICE OF FURTHER EDUCATION

Flow Chart



THE SYSTEMS APPROACH



ACT FLOWCHART OF TAFE COURSE PROPOSALS

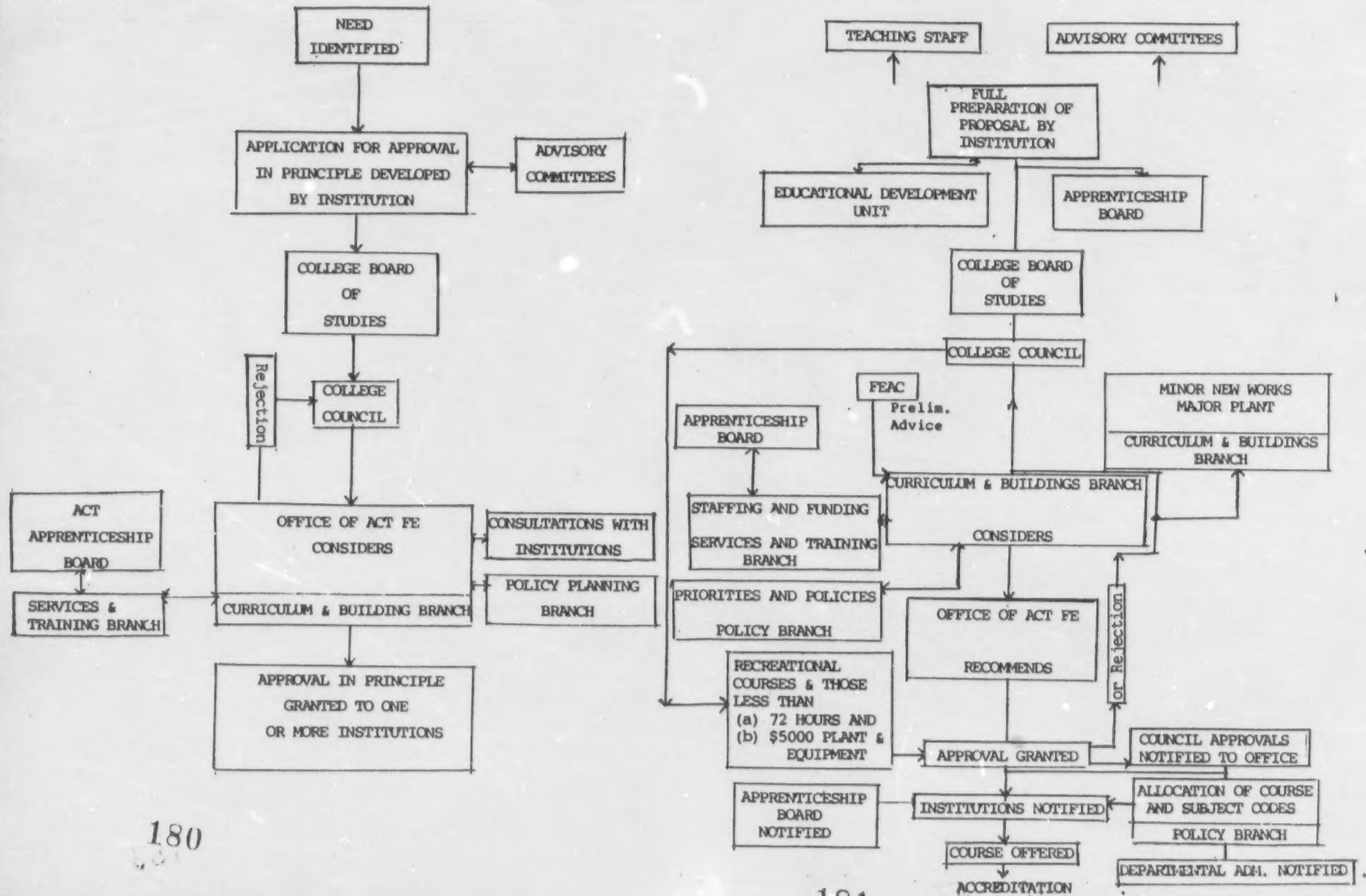
ATTACHMENT 5

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FIGURE 1

APPROVAL IN PRINCIPLE

FINAL APPROVAL



ACT FURTHER EDUCATION ACCREDITATION COMMITTEE

GUIDELINES FOR PROPOSALS FOR THE ACCREDITATION OF PROGRAMMES OF STUDY IN FURTHER EDUCATION INSTITUTIONS IN THE ACT.

April, 1980

INTRODUCTION

The ACT Further Education Accreditation Committee has been charged with the task of determining whether or not accreditation should be granted to courses in the further education field which are submitted to it for appraisal.

This statement has been produced by the Committee to assist course developers and proponents of programmes of study with such submissions.

The guidelines have been developed taking into account the need for the Committee to ascertain:

- (1) whether the proposed programme of study is designed to achieve its basic objectives;
- (2) whether the resources specified in the submission to the Committee are such that they will enable the objectives to be met; and
- (3) whether the proposed programme of study is appropriate to the level of award.

Proposals for accreditation must be prepared according to the format described in this document. If an institution wants to submit a programme in a different format then the matter should be discussed at an early stage with the Executive Officer.

Where changes are made to a programme of study which has already been accredited, these should be referred to the Committee at an early stage so that it can determine whether such changes are major or minor revisions and whether it needs to receive full details of those changes. The notification should include the nature of the changes contemplated and their significance and should request the Committee's comments.

It is advisable to read the glossary of terms before reading the Guidelines.

GLOSSARY OF TERMS

Accreditation is the recognition afforded to an institution, a faculty, or division, or a course or programme which meets some minimum standard or criteria demanded or set by a competent and recognised agency or association.

Endorsement is the recognition by the providing institution that the prescribed procedural steps have been followed and that a proposed course meets the necessary requirements set out in its statement of aims and objectives, etc. The term will be reserved, firstly, for the status of a proposed course (vocational and requiring accreditation) as it is forwarded from a College to the Department, at both Steps 1 and 3 of the recognised Departmental approval procedures. Secondly, for non-vocational courses, not requiring accreditation, it will give the seal of authorisation for the implementation of a course, provided that provision has been made in the estimates of the proposing institution.

Curriculum means the total range of experiences it is considered a student should undergo while in an educational institution.

Syllabus is the list of topics, including the depth of treatment of those topics, included in a programme of study.

Programme of study proposals may be made for the following types of programmes of study:

- Diploma
- Associate Diploma
- Certificate
- Course
- Trade.

Diploma and Associate Diploma proposals must comply with the requirements of the Australian Territories Accreditation Committee for Advanced Education.

At present Certificate Programmes will require evidence of the following:

- . total hours duration in excess of 1 000
- . entry level at year 10 or equivalent
- . a significant level of advanced study.

Course programmes will require evidence of the following:

- . that the program of study is essentially complete or self sufficient
- . an assessment of student achievement.

If these criteria are not met exactly, institutions should feel free to submit programmes of study for accreditation at a specified level and provide arguments to sustain their case.

Trade Programmes will require evidence that the programme has been approved by the Apprenticeship Board as suitable for the training of apprentices.

Outline is the layout of activities in a sequential order in terms of the relationships and the relative difficulty of the concepts and skills involved.

Aim is a single broad functional statement about a programme of study. Such a statement usually defines the types of graduate the programme is intended to produce and;

Subject Objectives is a statement of the kind of performance expected of students at the completion of the unit of instruction. It is stated in behavioural terms and contains the following elements:

- Desired behavioural outcome
- Standard of performance required
- Conditions under which the behaviour is to be exhibited.

FORMAT FOR PRESENTATION

Submissions should be presented in the following format on A4 paper, typed. Each page is to be numbered consecutively.

Cover page

Statement of Endorsement

Detailed Proposal.

COVER PAGE FOR SUBMISSION

Name of Proponent College

.....

Proposed Title of Programme of Study

.....

Proposed Level of Award

.....

Date of First Submission to the Accreditation Committee...

.....

Date of this Submission

Is this a revision?

a re-accreditation?

a new proposal?

STATEMENT OF ENDORSEMENT
by the College Council

Statement of Endorsement

The following programme of study has been endorsed
by the council of the

.....

.....

as being consistent with the philosophy and goals of
the College

.....

.....

.....

Signed on behalf of the

..... Council.

..... Chairman.

Date

PART 1

- 1.1 Title of programme of study.
- 1.2 Level of award.
- 1.3 Grounds for level of award proposed.
- 1.4 Aim(s) of programme of study.
- 1.5 Structure and outline of programme. This is to include
 - 1.5.1 entry requirements for the programme
 - 1.5.2 sequential arrangements of subjects showing stages where appropriate
 - 1.5.3 instructional hours for each subject showing lecture/laboratory/workshop/excursion separately.
- 1.6 Membership of the course Advisory/Consultative Committee preparing the programme, showing qualifications and relevant experience of the members and the capacity in which they are members of the committee.
- 1.7 In the case of a programme which modifies or replaces an existing programme, how current students may transfer to the new programme.
- 1.8 How the programme is to be reviewed and evaluated. A proposal for internal validation and suggested dates is to be included.

PART 2

For each subject in the programme of study.

- 2.1 Subject title.
- 2.2 Whether new, revised or existing subject.
- 2.3 Prerequisites for entry to the subject.
- 2.4 Duration expressed in total instructional hours. This is to include lecture/laboratory/workshop/excursion/special assessment.
- 2.5 Class size, including a justification except where the subject is already part of an accredited course.
- 2.6 Objectives of instruction.
- 2.7 A detailed statement of the syllabus content in behavioural terms. The detail is to be sufficient to permit teachers to produce their own teaching programmes.
- 2.8 A statement of the excursions/site visits which are an essential part of the subject. These should be stated in behavioural terms and directly related to the syllabus.
- 2.9 Form of assessment. This is to include a statement of the mode of assessment and the weighting given to each assessment tool. It is also to include reference to the provision of deferred or supplementary examinations.
- 2.10 Prescribed texts for students.
- 2.11 Prescribed special equipment and/or accommodation.

PART 3

A summary of the resources required and available to achieve the programmes.

- 3.1 Staffing, both teaching and support staff stating qualifications and experience required, whether such staff are currently employed and if not whether there is a programme for recruitment.
- 3.2 Provisions for staff development programmes.
- 3.3 Equipment of a special nature required for this programme including acceptable student/equipment ratios, whether such equipment is currently held and if not whether there is a programme for acquisition.
- 3.4 Library holdings required to support the programme and an indication of current holdings and proposed acquisition.

NEW SOUTH WALESDEPARTMENT OF TECHNICAL AND FURTHER EDUCATIONAN OVERVIEW

The New South Wales Department of Technical and Further Education has been a separate administrative department under the Minister for Education since 1949.

TAFE programmes are offered to the industrial and general communities through eighty six¹ TAFE colleges and approximately one hundred and fifty associated TAFE centres.

NSW TAFE is characterised by a dual organisational structure: there are twenty four separate teaching schools which have state wide responsibilities, mainly in the vocational training areas such as the declared trades, and the eighty six colleges which service a whole range of TAFE programmes.

The teaching schools have the major responsibility for subject expertise and centralised curriculum and assessment functions. The servicing schools are usually located within the colleges whose principals exercise the day to day administrative responsibility for resources and other organisational matters. There are some exceptions in certain colleges and regions where the college principal and regional directors have limited right of course approval.

The Director-General of TAFE is assisted in the overall statewide forward planning by the Council of Technical and Further Education, which is an advisory body with nominees from employee and employer organisations, government departments, industry and commerce, the general community and other educational institutions. Such a broad representation of persons well placed in their particular areas of interest can and does articulate sectional interests as well as dealing with broad issues on TAFE. An important responsibility of the Council is the interpretation of trends in technological and social change.

Within the TAFE framework there are some one hundred and thirty Course Advisory Committees² which represent specific vocational areas and are the main vetting bodies for new and revised course syllabuses in vocational areas.

Advisory Committees consist mainly of industrial representatives from both employer and employee sectors of industry. TAFE is also represented, as are minority groups and women, but the emphasis is on industrial representation. Such liaison with industry is a strong feature of TAFE vocational education.

Footnote: 1. Eighty seven as at September, 1981
2. List of Committees appended (Attachment 1)

The structure of the Department of TAFE reveals a fairly centralised organisational and administrative system hierarchically arranged. The diagram of the Department's organisational structure is shown in Attachment 1A.

The Curriculum Services Division of the Department is central as it has the responsibility for curriculum research, major reviews and the planning, co-ordination and design of most new and revised courses. The CSD also has a consultative role in the area of curriculum delivery, assessment and educational methods for all TAFE areas. The organisational structure of the Curriculum Services Division is shown in Attachment 1C and 1D.

The CSD performs its curriculum development function mainly through its two Survey and Design Units, A and B, each of which is headed by a Chief Research Officer (CRO)³ who is responsible directly to the Director of the Division. Each Survey and Design unit has three Senior Education Officers who are responsible for a cluster of study areas. Assisting the SEO's in their specific cluster of study areas are a number of Education Officers. The Education Officers are responsible directly to the SEO's and are in continuing contact with them. All persons in the Curriculum Services Division have special skills and experience in educational research and curriculum development.

The CSD, although being the centre for nearly all TAFE educational research and development does not operate in isolation. The teaching schools, especially the Heads of School and Heads of Division within the Schools, work closely with the officers of the Curriculum Services Division in developing TAFE programmes.

Staff from the teaching schools work with Education Officers of the CSD in the surveying of industry and serve on course review committees in the case of major reviews or ad hoc syllabus committees in the case of new programmes or revisions of courses not classified as major.

Most curricula are developed centrally within the CSD in close liaison with the teaching school concerned with the study area; in fact the curriculum development team forms a combined group with staff from the teaching school responsible for the technical content of new or revised syllabuses.

However, there are occasions when the teaching school becomes the centre of the curriculum development activity with minimal assistance from the CSD. In instances where the teaching school is the initiator of a new course or a major review in which there are special circumstances such as: the esoteric nature of the course or an urgency for the delivery of the programme, the school staff may become the principal actors in the curriculum development of the course.

Footnote: 3. Chief Education Officer as at September, 1981.

In such cases the school would be responsible for its own syllabus committee, usually with industrial representation, and selection of the curriculum development processes suitable to the specific characteristics of the proposed new course or major review. These may involve a survey of need and demand, the analysis of research data, the planning of the management of the project, the methodology for course design, the course design itself, the writing of the background report and the syllabus document (proposed). (An example of the centrality of a teaching school in the curriculum development of a special programme is given in the case studies, see Fire Technology Certificate Course.)

However, even in the most eclectic course's curriculum development, the teaching school is not in complete isolation, for a line of communication exists with the Curriculum Services Division for support services. The education officer of the study area assigned to the programme as the major consultant, is the linking person between the school, the Curriculum Services Division and the client group.

Irrespective of how the curriculum is developed, the School is responsible for the administrative supporting forms included in the final documentation for final approval, and the ultimate delivery of the programme.

The New South Wales Department of Technical and Further Education, although highly centralised in its approach to curriculum development, does not restrict curriculum developers to an obligatory systems approach. There is no specific curriculum model as such and the curriculum development officers have a measure of freedom to select the most appropriate and effective curriculum development processes to effect the syllabus for each particular new course or revision.

The same principle of flexibility applies to the major reviews, although the Department does lay down course review procedures in its Administrative Circular 2215 (Attachment 3, currently under further revision.)⁴ Individual teaching schools and individual Curriculum Services Division education officers base their review of new course activities on available literature and their knowledge of the school and the industry concerned when carrying out the processes of curriculum development. The Department accepts the view that curriculum development as an activity is not immutable and that the review and investigation process itself provides an ongoing evaluation for new course and course review activity.

There are two basic conceptions which underly all of TAFE curriculum development in NSW: that in strictly vocational programmes the aim of the course is to assist students to become competent in their vocational calling, and thus course design may be described as task oriented rather than student centred. (This does not mean that student needs in terms of self formation and attitudes are neglected); that non vocational courses, especially in the general and leisure areas, should be more student oriented than task or end oriented.

Footnote: 4. See Attachment 2, which presents a flow chart of the application of Administrative Circular 2215. However, as Administrative Circular 2215 is under revision because of restructuring of the CSD and other administrative structures, there are some changes in the flow process, especially in respect to titles of positions which have been amended accordingly in the flow chart.

Whatever the sector of curriculum development activity, the course developers are free to follow a flexible and pragmatic approach provided the core principles of curriculum development are followed.

One of the outcomes of the flexible approach to the curriculum development processes in NSW Department of TAFE in both major reviews of existing courses and new programmes, is the variation in the final documentation for course approval before implementation. This is particularly so in the syllabus document.

However, all final submissions contain core information laid down by the Department. Such core information relates to the feasibility of the proposed course in terms of meeting the expressed educational/training need (validated by research investigation) in light of the Department's overall educational/training commitments, total resources and capacity. These core data are listed in the Departmental administrative forms SC6 (Attachment 4), which is used for new course proposals and SC7 (Attachment 5), which is used for proposed revision of an existing course, irrespective of whether or not a major review has been carried out. The administrative forms accompany the submission and form part of the final curriculum documentation.^{3A}

For major reviews, priorities are determined annually on the advice of the teaching schools and the CSD, and approved by the Deputy Director-General (Educational Developments). A course review committee comprising departmental (CSD and teaching schools) and industrial representatives is then established (see Attachment 3).

After preliminary data collection and familiarisation with the project, a review plan outlining the intensity and coverage of investigation required, the research methods to be employed, staff and other resources needed and target dates for completion of the various phases of the review is submitted to the Director (Curriculum and Assessment) for approval.

Following the formal investigations according to the review plan, the course review committee submits its findings and recommendations by means of a course review report. The review report documents such information as the relationship of the proposed reviewed course to other courses existing in NSW TAFE and interstate institutions, details of the research data and findings, recommendations, historical data, outline of the proposed revised course, and any other relevant information. The rationale of the review report is to provide adequate background information for the decision makers, the Director (Curriculum and Assessment), the Head of School and the course advisory committee, to approve or reject the review committees recommendations, and the New and Revised Courses Committee to approve in principle the proposed course revisions, which permits the further curriculum development of the course syllabus.

The main component of any final curriculum documentation is the syllabus. In NSW TAFE submissions the format of the syllabus may vary, especially in the detail, however, the following information must form the core of any syllabus submitted for final approval: a description of the vocational or other purpose for which students are doing the course; a description of course content; the length of the course; the course structure; course general aim(s); individual subject/unit/module terminal objectives; and information on learning strategies may be included.

Footnote: 3A All course proposal forms and delegations are currently under review.

Some syllabus documents may also list texts and references, teacher guides etc., but the nature of the latter depends largely on the individual course.

Assessment is an essential part of quality control or the maintenance of course standards in NSW TAFE and its design is a responsibility of the Assessment, Research and Development Unit ARDU within the Curriculum Services Division.

The Department stresses the importance of assessment by laying down assessment procedures in official policy documents. (The documents applicable to the assessment of certificate courses are appended as Attachments 6 and 7.)

The Heads of the twenty four teaching schools have the "first line" responsibility for the maintenance of standards in course subjects due to their role as the senior TAFE subject specialists with statewide responsibilities.

On the "industrial front" the Course Advisory Committees keep a watching brief on the relevancy of TAFE vocational courses, while licensing boards, which are statutory bodies outside of the Department, provide an additional check to the advisory committees in certain registered trades and para professional areas, e.g. Mining, Dental Technicians, Chiropody, Radiography etc.

In a number of vocational courses the Heads of School are closely associated with centrally set and marked examinations, which is another form of ensuring uniformity in the maintenance of course standards.

No formal single external body responsible for the accreditation of TAFE courses exists at the present time in NSW. Courses are formally accredited by the Minister for Education who, in practice delegates authority for most proposals to senior officers of the department.

TAFEC Stream I courses (courses in Advanced Education) and some TAFEC Stream II courses (Associate Diplomas) are excepted from the internal approval system being approved by the NSW Higher Education Board. Details of the NSW TAFE internal course approval are attached, see Attachment 8.

Summary: TAFE in NSW is a separate Department which conducts its activities through some eighty six* TAFE colleges and twenty four teaching schools which have statewide responsibilities. There are also other TAFE institutions such as TAFE centres and a TAFE College of External Studies.

TAFE is represented on the Education Commission, which advises the Minister on public education in NSW and is the employing body of TAFE educational staff.

A Council of TAFE with wide representation assists the Director-General of TAFE with forward planning by giving advice on technological, social and educational changes.

*Eighty seven as at September, 1981.

A number of industry based Course Advisory Committees exist each covering a specific vocational area. The advisory committees, together with the New and Revised Courses Committee, are the main vetting bodies for new and revised courses.

The TAFE Department is fairly centralised organisationally and administratively and is hierarchically arranged. The Curriculum Services Division of the Department is responsible for the greater majority of curriculum development of new and revised courses and performs a consultative role in the instances where the curriculum development occurs in the teaching schools.

The Curriculum Services Division is responsible for most research and has special units responsible for educational research, assessment methods. Its operations interface with the department's other providers of professional services, the Educational Planning Branch and the Educational Resources Branch.

The education officer of the CSD in most cases becomes the Executive Officer of course review committees, which are directly responsible for curriculum development activity.

NSW TAFE follows a flexible approach to curriculum development and gives a reasonable measure of freedom to education officers and the course review and course syllabus committees to select the most appropriate and effective curriculum development processes to suit the specific course in hand.

Although there is no obligatory system as such for curriculum development, the Department lays down core information which must be supplied in the curriculum documentation submitted for course approval.

TAFE vocational curriculum development is task oriented rather than student centred, but the centrality of the student is recognised in the cognitive and affective areas.

TAFE curriculum development documentation, particularly the syllabus document, varies according to the circumstance surrounding each case. However, core information laid down in administrative forms is essential.

Assessment development is a responsibility of the Curriculum Services Division and forms a major part of quality control and maintenance of course standards.

The Heads of School have a "first line" responsibility for maintenance of standards and are involved in centrally set examinations by providing examiners and assessors.

The Department stresses the importance of assessment, especially for certificate courses, by a formal policy statement.

No single formal external accrediting body exists in NSW for the accreditation of TAFE courses, but there is a hierarchy of internal course approvals.

FINDINGS

- . The NSW TAFE courses curriculum development is a centralised activity in the main and it is centred in the Curriculum Services Division of the Department of Technical and Further Education, with some involvement of the Educational Planning and Educational Resources Branches.
- . The Curriculum Services Division operates under a line management administration where the senior education officers and education officers of the Survey and Design units perform an interfacing role between the Curriculum Services Division and other support services, the heads of schools, the teaching schools, syllabus sub-committees and the Course Advisory Committees representing the client groups. This linking role, which is sometimes in the form of a consultant service, forms the lynchpin of NSW TAFE curriculum development.
- . Study area Course Advisory Committees are the essential connection with the industries being educationally serviced by TAFE vocational programmes. These advisory committees are the 'watch dogs' of the curriculum development of the courses relating to their area of interest, especially in the verification of training needs, job descriptions, course aims, subject terminal objectives and syllabus content. They perform an essential and ongoing endorsing role.
- . The Heads of School by virtue of their State wide responsibility for courses, are central figures in the processes of curriculum development of new and revised courses and may act independently of the Curriculum Services Division in certain instances.
- . There does not appear to be any serious conflict in the functioning of the dual organisations' structure of the Department of TAFE, whereby the heads of schools have State wide responsibilities for courses through the teaching schools within technical colleges under the administration of college principals.
- . The absence of a single prescriptive curriculum development model in the NSW Department of TAFE does not detract from the quality and effectiveness of curriculum development.

In spite of the centralised nature of the Department of TAFE and its support services, such as the Curriculum Services Division, a measure of flexibility and pragmatism exists in the execution of the curriculum development processes. Special needs require adaptations of existing processes in both new and revised courses curriculum development, and these variations are revealed in some of the case studies.

- The Department of TAFE has an official clearly defined policy covering procedures for review of courses in depth. Such a mechanism allows for a regular and effective check on the validity of courses and the maintenance of a quality control. The obligatory character of the policy does not interfere with the freedom of the course developers, to select and adapt curriculum development processes to suit the particular programme upon which they are operating.
- Head Office centralised assessment takes the form of policy documents listing assessment categories for major courses. The categories describe the characteristics of the type of assessment leaving the specific nature of the assessment to the schools within the Colleges.

Certain courses, especially those extending over a number of colleges, may have college based assessment for the initial and early stages of a course, while the terminal stage may be assessed by centrally set and marked examinations. The centralised assessment implementation is the responsibility of the Heads of Schools exercising their State wide responsibility.

- The Assessment and Development Unit (ARDU) of the Curriculum Services Division provides an excellent support service to the teaching schools in the analysis of assessment data and in designing assessment mechanisms to assist in the maintenance of course standards.
- There is no single external statutory body in NSW for the accreditation of TAFE vocational courses, except TAFEC Stream I and some TAFEC Stream II (Associate Diplomas) programmes. This means that TAFE courses in NSW, although approved by means of a strict internal approval procedural path, lack accreditation by an independent body.
- Course approval procedures are also well defined and the concept of a separate Syllabus/Review committee background report as part of the total curriculum proposal "package" appears to be a most effective means of communicating all relevant history of the course development to the final course approving authority.

RECOMMENDATIONS

- . That formal policy guidelines be established by the Curriculum Services Division for a uniform format for the course syllabus documentation (new and revised programmes). Such a policy should not detract from the flexibility of the current curriculum development processes.
- . That the existing practice of the Curriculum Services Division education officers being executive officers or consultants for syllabus sub-committees continue, as this curriculum development organisational and structural mechanism appears to work well and is reflected in the documentation of the case studies.
- . That the current official policy on indepth course review be continued.
- . That consideration be given to the establishment of an external accreditation body similar to the ACT Further Education Accreditation Committee for the accreditation of NSW Department of TAFE vocational courses.
- . That the NSW TAFE Department, through its Curriculum Services Division, negotiate with the other Australian States and Territories a national conference to discuss a nationally acceptable common system of classification and nomenclature for TAFE awards.

ADVISORY COMMITTEES, 1981

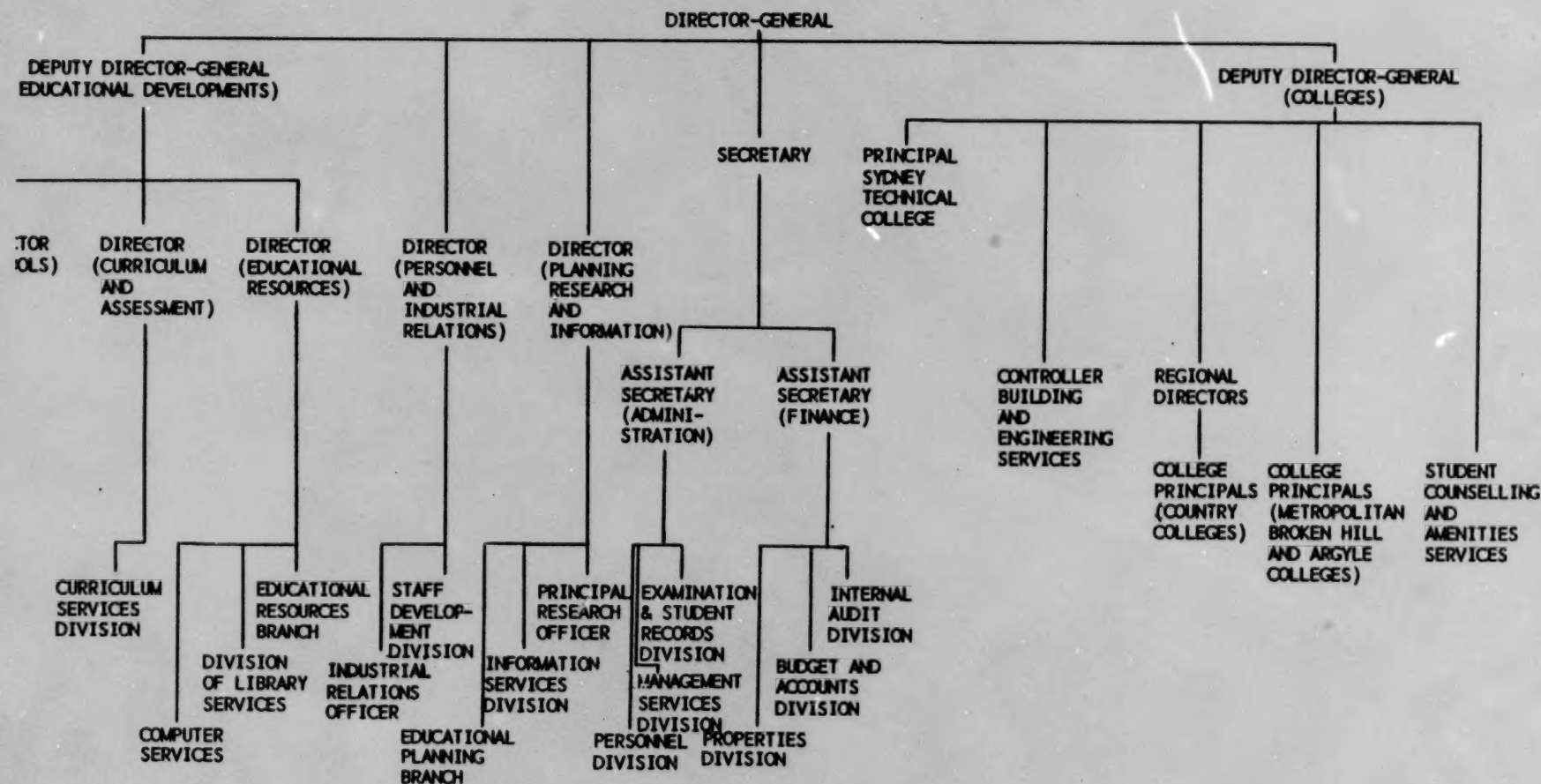
Accounting and Calculating	Dental Assistants
Advertising	Dental Technicians
Agriculture	Diploma in Industrial Arts
Aircraft Maintenance	Dress Design
Animal Care	Electrical Engineering
Apparel Industry	Electrical Trades
Architectural Draftsman	Electronic Data Processing
Audiometry	Electronics and Communication
Auto Electricians	Electronics Trade
Auto Replacement Parts	Film and TV Production
Automotive Engineering Certificate	Fine Arts
Automotive Engineering Trade	Fire Technology
Baking Trades	Fitting and Machining
Bankers Institute Ad Hoc	Flat Glass
Beauty Therapy Ad Hoc	Flight Crew
Biological and Pathology Technicians	Food Technology
Bricklaying	Footwear
Building Foreman and Clerk of Works	Foundry Trade
Carpentry and Joinery	Furniture Trade
Cartography	Fashion Technology Ad Hoc
Chemistry Certificate	Graphic Arts
Child Care	Graphic Design
Chiropody/Podiatry	Greenkeeping
Civil Engineering Construction Carpentry & Joinery	Hairdressing
Civil Engineering	Health Surveying
Civil Engineering Foreman and Overseers	Home Economics
Cleaning Supervisors Ad Hoc	Horticulture
Coalmining	Hotel and Catering
Commerce	
Coppersmithing	
Crafts	
Custom Import and Export	

Industrial Blacksmithing & Heat Treatment
Industrial Relations
Instrument Trade
Instrumentation and Control Eng.
Insurance Certificate
Interior Design
Jewellery Trade
LPG for Internal Combustion Engines
Laundry and Dry Cleaning
Library Practice
Locksmithing
Management
Marine Engineering
Materials Management
Meat and Allied Trades
Mechanical Engineering
Medical Records Correspondence
Metal Fabrication
Metal Finishing
Metal Roof and Roof Plumbing
Metallurgy Technicians
Naval Architecture
Nuclear Medicine Technology
Occupational Health Nurses
Optical Dispensing
Optical Mechanics Trade
Overhead Linesman
Packaging
Painting, Decorating and Signwriting
Paper Marketing
Park Rangers Ad Hoc

Pastrycooking
Patternmaking Trade
Personnel Administration
Photography
Plant Mechanics
Plastering Trade
Plastics Engineering
Plumbing Services
Plumbing Trade
Production Engineering
Public Administration
Radiography
Real Estate
Refrigeration
Retail Management
Rigging, Scaffolding
Saw Doctoring and Saw Making
Secretarial Studies
Sheep and Wool
Sheetmetal
Shipbuilding
Shop Fitting and Detailed Joinery
Sprinkler Fitters Ad Hoc
Stage and Studio Set and Prop Makers
Structural Engineering
Survey Drafting
Surveying
Telecommunications
Textiles
Thermal Engineering Ad Hoc
Ticketwriting
Tilelaying

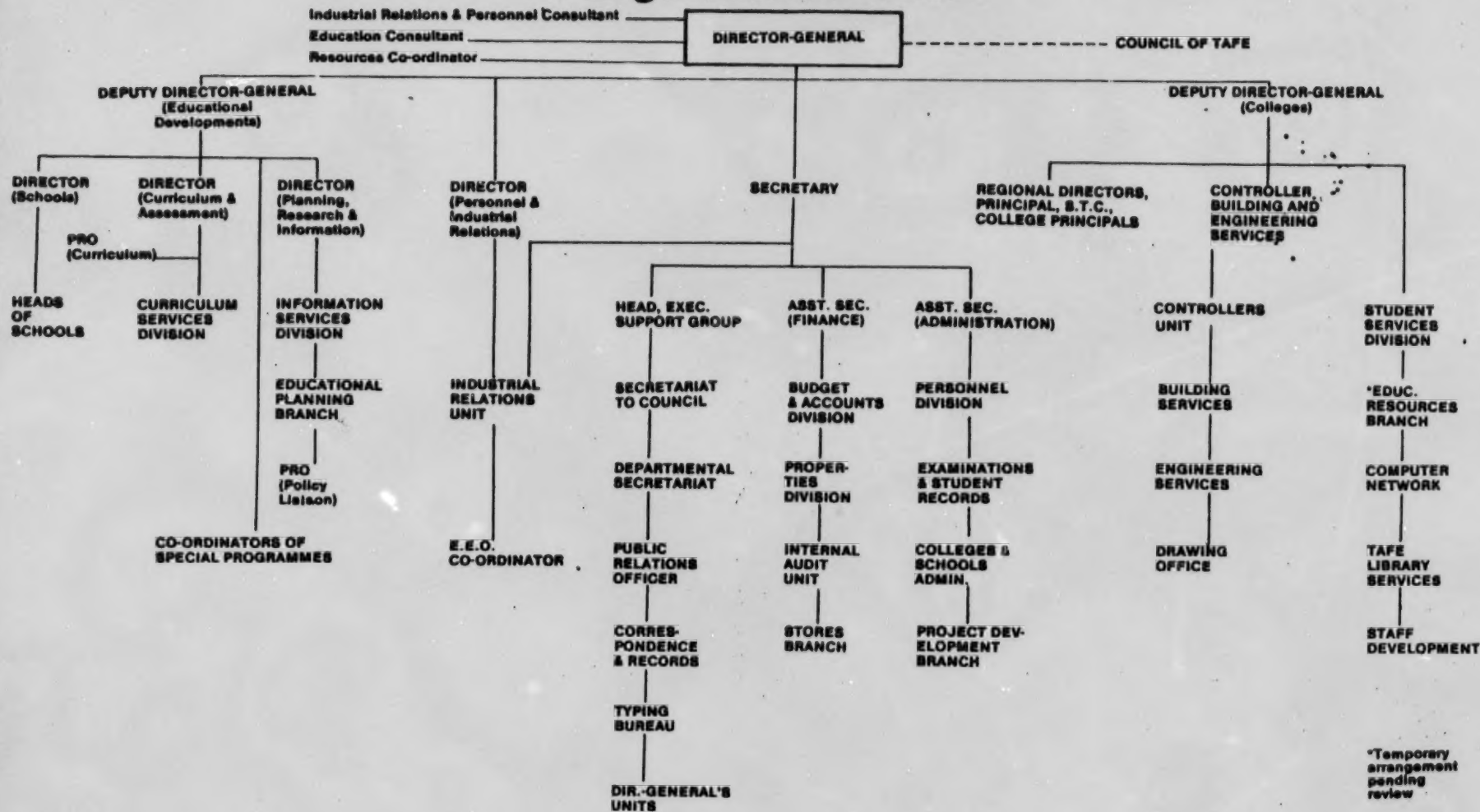
Toolmaking
Transport Administration
Travel and Tourism
Ultrasound Ad Hoc
Valuation
Vehicle Industry
Watchmaking
Water Resources
Welding Trade
Welfare Work
Woodworking

NSW Department of Technical and Further Education

ORGANISATION CHART

Department of Technical and Further Education

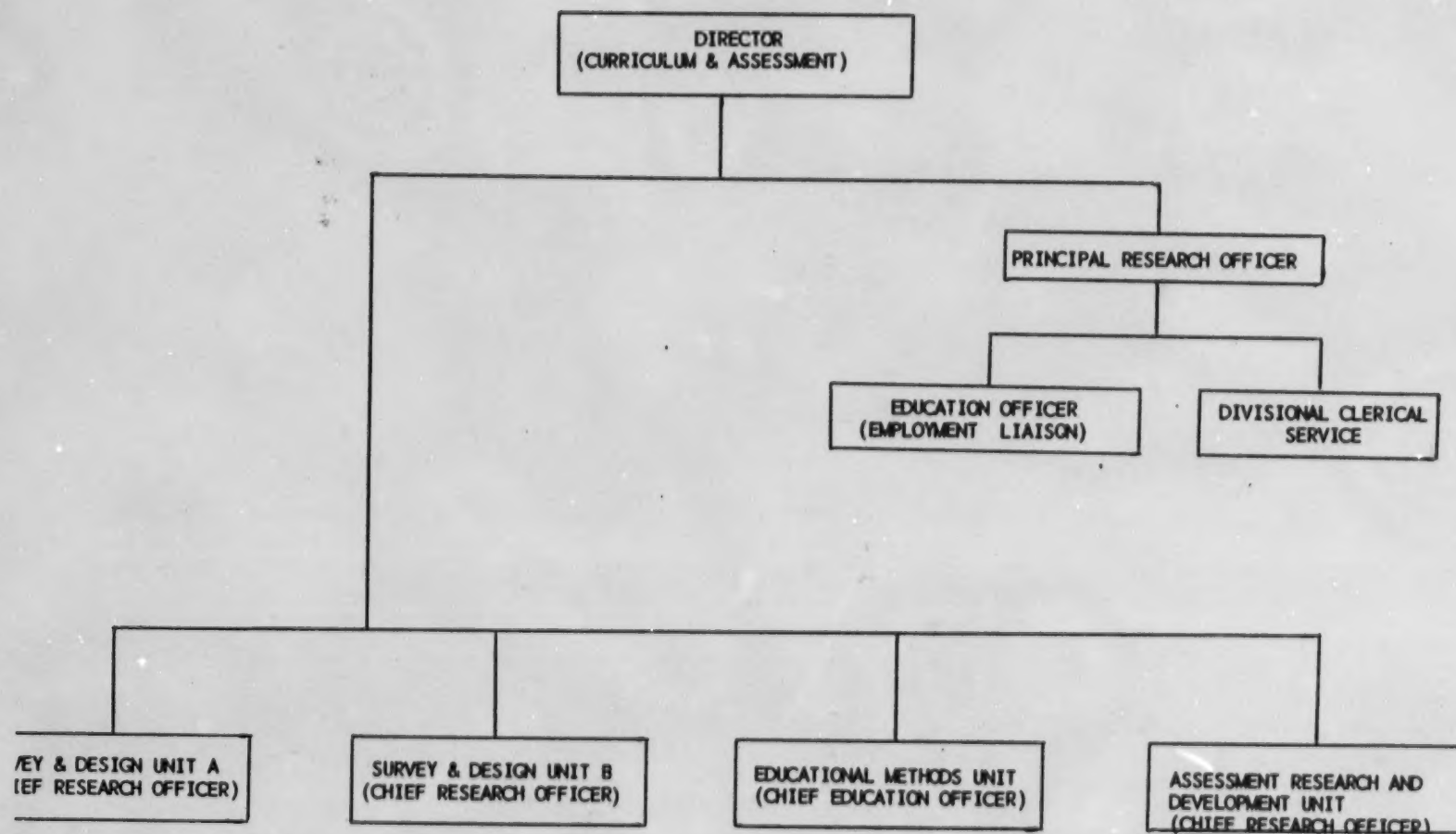
Organisation Chart



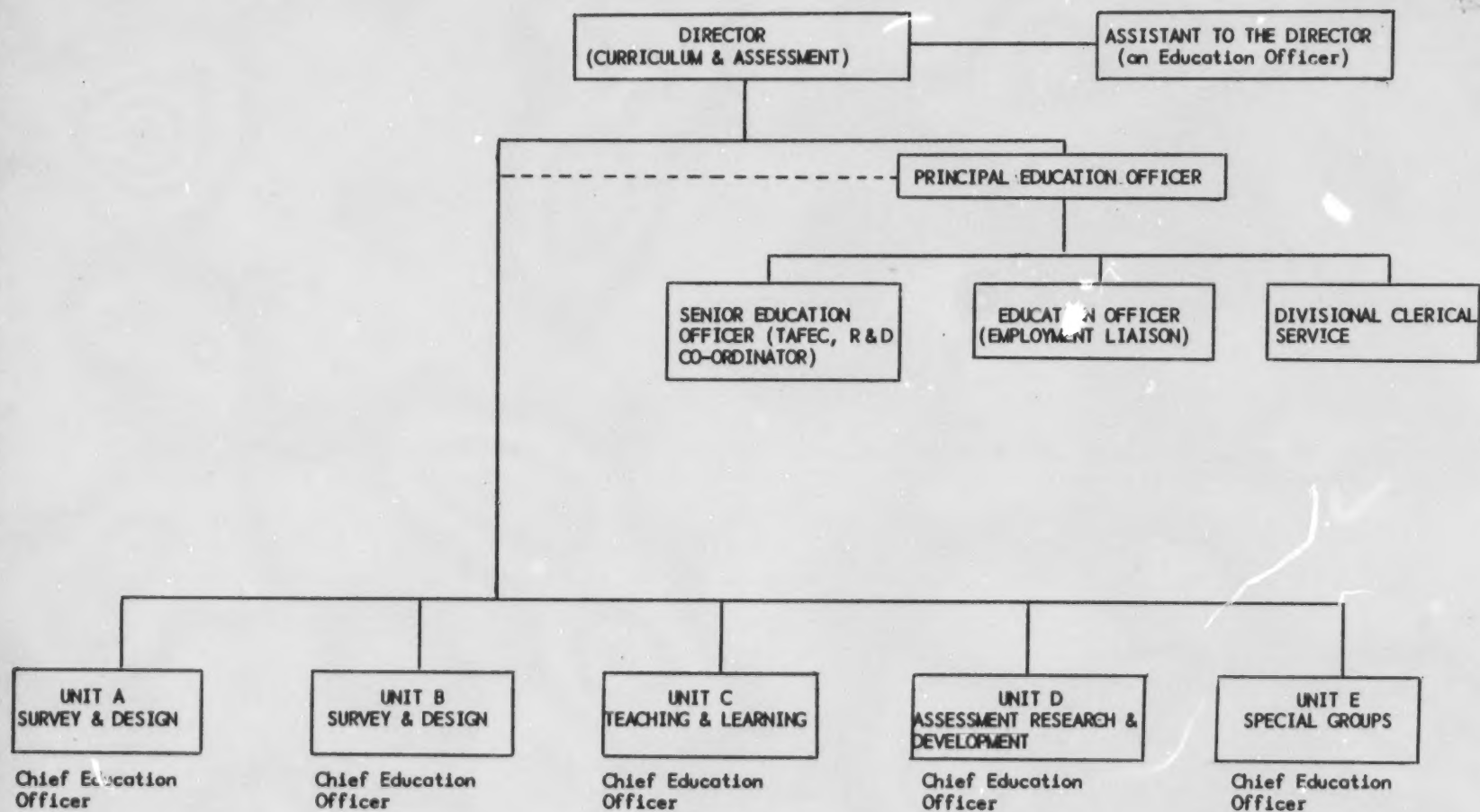
JANUARY 1981

CSD ORGANISATION AS AT OCTOBER 1980

ORGANISATION CHART
CURRICULUM SERVICES DIVISION



ORGANISATION CHART
CURRICULUM SERVICES DIVISION

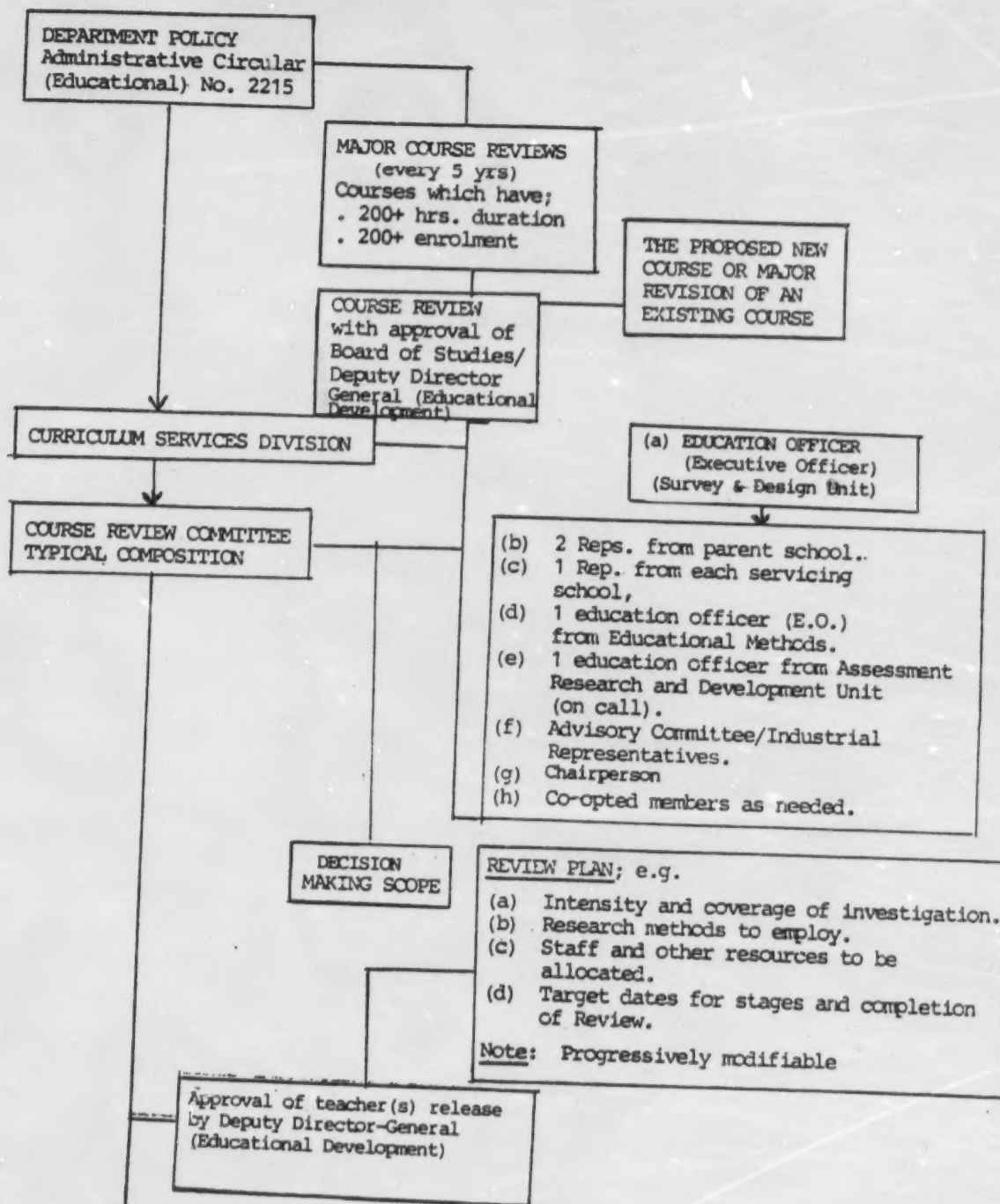


NEW SOUTH WALES DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

EXISTING COURSES REVIEW MECHANISMS AND PHASES

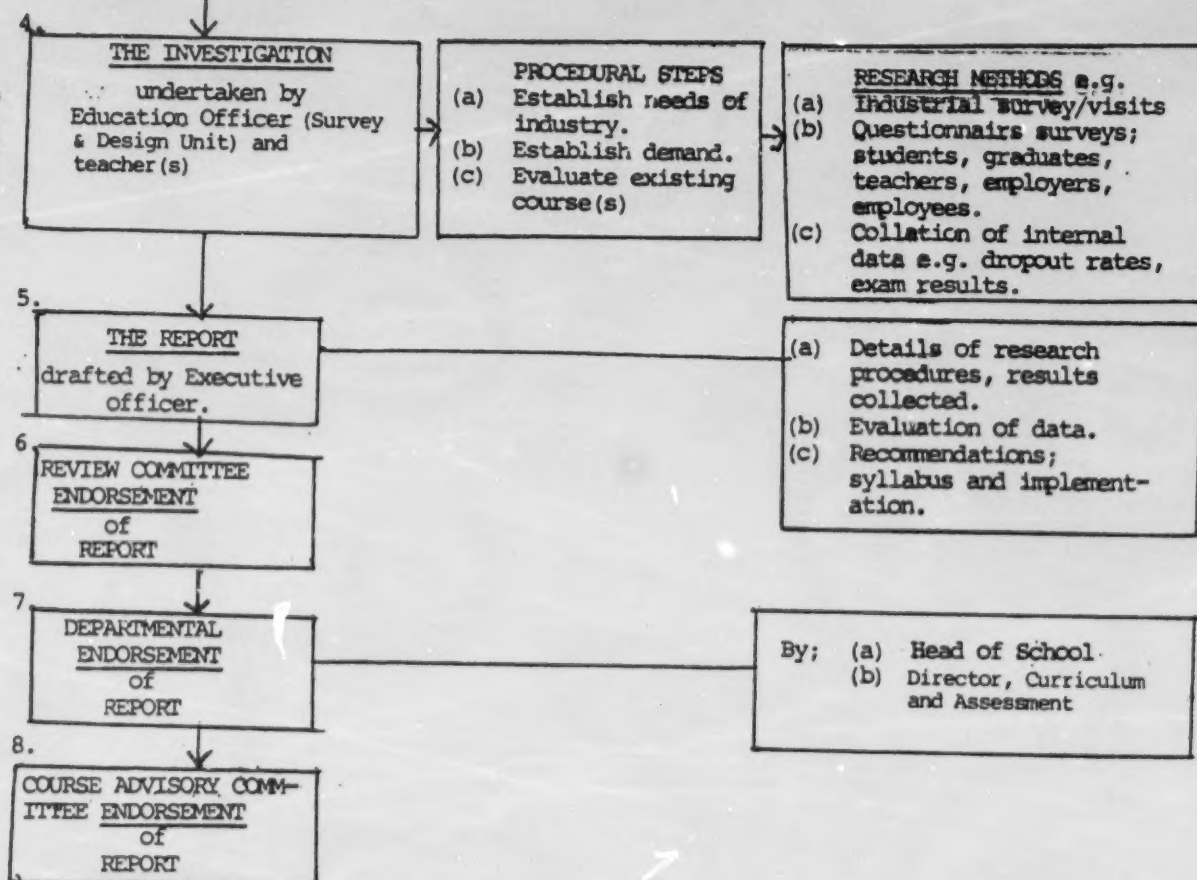
(SIMILAR PROCEDURE FOR NEW COURSES)

PHASE I: THE FORMATION OF THE REVIEW COMMITTEE AND REVIEW PLAN

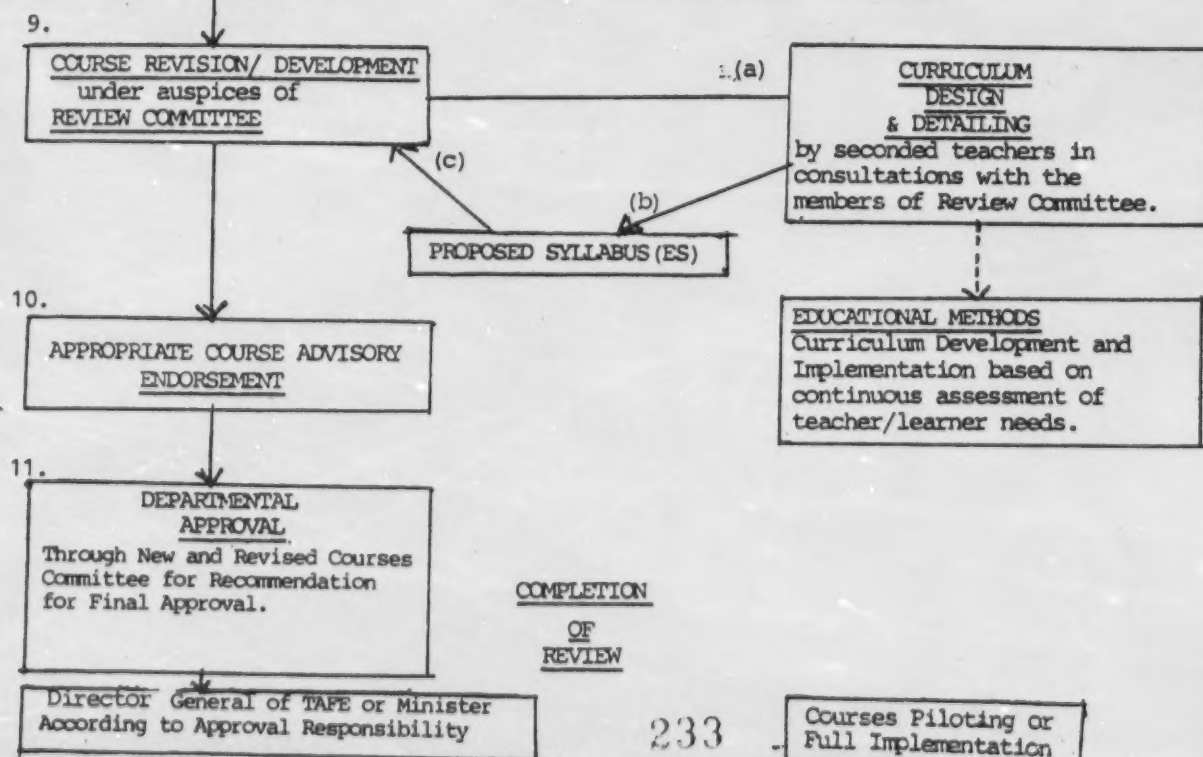


ATTACHMENT 2

PHASE II: THE INVESTIGATION



PHASE III: COURSE REVISION OR ESTABLISHMENT OF A NEW COURSE SYLLABUS



New South Wales
DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION
323-339 Castlereagh Street, Sydney

PO Box K638
Haymarket,
NSW 2000

Principals/Registrars,
ALL TECHNICAL COLLEGES

Phone: 2 0982 Ext. 9325
In reply quote No. 71/5240/81454
28th July, 1977.

ADMINISTRATIVE CIRCULAR
(Educational) No. 2215

SUBJECT: Procedures for Review of Courses in Depth.

Note: This supersedes Administrative Circular (Educational) No. 2135. It is anticipated that further changes will be made in the system of reviewing Departmental courses in 1977 or 1978.

1. Introduction

As was previously stated in Administrative Circular (Educational) No. 2135, it is Departmental policy that:

1. all major courses should be reviewed in depth every five years;
2. other courses may be reviewed in depth with the approval of the Board of Studies.

This circular sets out in detail the conditions under which courses may be reviewed and the procedures to be followed.

2. Definition of Major Courses

For the purpose of revision and review in depth, major courses are those having a duration of more than 200 hours or the equivalent of this where offered by external study, and having a State-wide enrolment of more than 200 students.

3. Review and Substantial Revision of Major Courses

3.1 A review in depth of each major course should be carried out as a required procedure every five years.

It is likely that each review in depth will lead to recommendations for substantial changes in a course but this will not necessarily be so. A proposal for a substantial revision that follows a regular review will be made in accordance with established procedures.

3.2 Following a review in depth it is expected that stability in the course structure (as indicated in the course outline) will be maintained during the ensuing five years. Only in exceptional circumstances will applications to change the title, duration or objectives of subjects be accepted between reviews.

Where circumstances are considered to warrant such changes in the period between reviews, the proposal shall be forwarded to Secretariat in accordance with established procedures.

4. Review and Substantial Revision of Other Courses

Although major courses will be subjected to a review in depth at regular intervals, it is not considered feasible at this time to extend such procedures to all other courses. Proposals for substantial revisions of course not classified as "major" will, in general, be made on the same basis as they are at present, emanating from various sources following teaching experience, changes in industrial practice or advice from industry.

However, where the need emerges, reviews in depth in respect of such courses may be requested by the School, the Advisory Committee, an appropriate senior officer or the Curriculum Research Branch and may be authorised by the Deputy Director.

Whether a proposal for a substantial revision of a course follows a review in depth or not, it shall be forwarded to Secretariat in accordance with established procedures.

5. Nature of a Review in Depth

The continuing need for the course in its present form in the current situation should first be considered. Is there, moreover, a sufficient demand for persons in the vocational category for which it sets out to provide training? If need and demand are established the review should move to evaluation of the existing course. How well are its aims being achieved? Are its graduates inadequately prepared in any ways? What modifications are necessary, for example, to overcome such deficiencies and/or to anticipate technological change?

In seeking answers to questions raised above the review committee may choose to adopt one or more of a number of research methods. The choice of methods will depend upon the nature of the problem as seen by the committee but the cost of the project in man hours should also reflect the size and importance of the course or courses involved and their need for revision.

Some research methods which might be considered are:

Questionnaire surveys of students, graduates and teachers
Industrial surveys
Consideration of internal data, e.g. examination results
Staff meetings, conferences, etc.

6. Review Procedure

- 6.1 When the date for review of a major course is imminent (or when review of a minor course is approved) the Curriculum Research Branch will initiate action, for the approval of the Deputy Director/Assistant Director/Superintendent, as appropriate, to appoint a course review committee. Note that where two or more major courses serve closely related industrial or commercial purposes, it may be decided to review them concurrently.
- 6.2 The course review committee will normally comprise two representatives of the School, one representative of each servicing School, an education officer and nominees of the course advisory committee. Other specialists from educational service divisions will be co-opted as appropriate. Attendance of advisory committee representatives will normally be confined to meetings where the course itself, rather than matters of procedure, is under discussion.
- 6.3 The Curriculum Research representative will act as executive officer of the committee except for situations covered under 6.7 below. At the first meeting of the committee the chairman will be selected from among the members.
- 6.4 The review committee will decide upon the intensity and coverage of investigation required, the research methods to be employed, staff and other resources to be allocated, and target dates for completion of phases of the review. (It is understood that some alterations to this plan may need to be made on the basis of experience during the review.)
- 6.5 On the basis of decisions made under 6.4 above the State Supervisory Officer will seek approval for release of teachers to work on the review.
- 6.6 Although the review committee as a whole shall decide upon the research methods to be employed, the officers actually carrying out the research will have authority over detailed design and operation. Research will be carried out in accordance with normal practice, i.e. by a team led by an education officer and including one or more teachers.

- 6.7 Notwithstanding 6.6 above the research may be carried out solely by the teachers of the School provided that the Assistant Director (Educational Services) is satisfied that suitably qualified and experienced teachers are available. In this case one of the teachers carrying out the research will be the executive officer of the review committee (see 6.3 above) and education officers will have an advisory function in the review.
- 6.8 On completion of the approved research set out in the review plan, a report shall be written for endorsement by the review committee. This will include details and results of research and conferences together with syllabus and implementation recommendations that flow from these. Committee members not in agreement with the curriculum report in its final form may have their objections recorded and/or make separate submissions.
- 6.9 This report will need to be endorsed by the State Supervisory Officer of the School and the Assistant Director (Educational Services) prior to its being issued by the review committee.
- 6.10 Following investigation regarding curriculum content and teaching methods the curricula will be developed and presented to the course advisory committee together with the relevant reports (see 6.8 and 6.10) for endorsement. Approval of proposed syllabus revisions will be sought in accordance with established procedures.

7. Timetable for Review of Major Courses

The process of review of a major course should commence where possible approximately five months before the course advisory committee meeting. Before that meeting, the Departmental members of the course review committee will have devised a review plan and gained approval for it. At the meeting, the advisory committee will be advised of the review and will, if it wishes, nominate representatives to the review committee.

The review plan should provide for completion of review procedures in time for the report/s and proposed curricula to be presented to the advisory committee at its meeting in the following year, or earlier if necessary.

The course/s which is/are the subject of a review in any given year will normally be proposed for review again in five years. In years when a review is not in train the advisory committee will, inter alia, consider minor revisions which the School has made or wishes to make, or which committee members may propose. It should be noted, however, that one purpose of regular reviews in depth is to minimise the frequency of revisions to courses.

8. Administration of Regular Reviews

As pointed out in Section 6 above, the responsibility for initiating regular reviews of major courses will be with the Curriculum Research Branch. However, it will first be necessary for Curriculum Research Branch to determine whether any changes must be made to the list of major courses and for agreement to be reached with each School and other research branches as to which major courses shall be reviewed in each year.

The list of major courses to be reviewed in any year shall be approved by the Deputy Director.

Please ensure that this advice is brought to the attention of all appropriate staff in your area of responsibility.

R. ROSS
Secretary

DISTRIBUTION:

As per Administrative Circular (General) No. 393.

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Form S.C.6

NEW SOUTH WALES
DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION
NEW COURSE PROPOSAL

- (i) Please submit in triplicate and typewritten.
- (ii) All relevant sections of proposal must be completed.
- (iii) If space is insufficient please use additional sheets.

1. NAME OF COURSE:
2. PROPOSED DATE OF IMPLEMENTATION:
3. TYPE OF COURSE: (i) Certificate, Trade, Special, etc.
(ii) Recommended TAFEC Stream.
4. INSTRUCTIONAL MODE(S) PROPOSED (part-time, full-time (i.e. 15 h.p.w. or more), block release, external etc.):
5. COURSE AIM:
6. TYPES OF EMPLOYMENT THOSE COMPLETING THE COURSE ARE EXPECTED TO ENTER (be as specific as possible, including general fields, special fields, and, if relevant, specific industries):
7. ENTRANCE REQUIREMENTS (please give reason for any requirement proposed):
 - (i) Academic
 - (ii) Occupational
 - (iii) Other (e.g. age)

8. ESTIMATED ENROLMENT (annual State-wide intake):
(i) Initially
(ii) Subsequent years
9. WHAT EFFECTS WILL THE INTRODUCTION OF THIS COURSE HAVE ON EXISTING COURSES?
10. EVIDENCE OF NEED AND DEMAND FOR THE COURSE FROM POTENTIAL EMPLOYERS. (Where appropriate, indicate any formal studies, offers by associations to assist, etc.)
11. EVIDENCE OF INTEREST IN OR DEMAND FOR THE COURSE FROM POTENTIAL STUDENTS:
12. SIMILAR COURSES IN OTHER INSTITUTIONS (indicate institution, level and duration):
(i) In this State
(ii) Elsewhere in Australia
13. HAS THE PROPOSAL BEEN ENDORSED BY A RELEVANT AD HOC OR ADVISORY COMMITTEE?
- DATE:
14. COLLEGE(S) AT WHICH COURSE IS PROPOSED TO COMMENCE:

15. DOES THE PRINCIPAL OF EACH COLLEGE CONCUR?
16. ARE FACILITIES:
- (i) Available at the college(s)
 - (ii) Adequate
17. IF FACILITIES ARE UNAVAILABLE OR INADEQUATE, WHAT ACTION IS PROPOSED?
18. IS AN EXTERNAL STUDIES COURSE
- (i) Available
 - (ii) Proposed
19. IF "YES" FOR EITHER 18 (i) OR 18 (ii), HAVE THE DIVISION OF EDUCATIONAL METHODS AND RESOURCES AND THE PRINCIPAL, COLLEGE OF EXTERNAL STUDIES:
- (i) Been consulted regarding the development of the course
 - (ii) Foreseen any problems in the development of the course
20. ESTIMATED COST TO IMPLEMENT EACH STAGE OF THE COURSE AT ONE CENTRE FOR ONE GROUP:
- | | ORAL COURSE | EXTERNAL COURSE |
|--|-------------|-----------------|
| (i) Major plant | | |
| (ii) Minor plant | | |
| (iii) Consumable materials per student per annum | | |
| (iv) Teaching materials (including audio-visual) | | |
| (v) Library materials | | |
| (vi) Building costs (including alterations) | | |
| (vii) Staffing costs | | |
| (a) Teaching | | |
| (b) Ancillary | | |

21. HAVE THE SERVICING SCHOOLS:
- (i) Been consulted regarding the development of the course
 - (ii) Foreseen any problems in the development of the course
22. PLEASE LIST IN SPACE BELOW (OR ON AN ATTACHED SHEET) EACH SUBJECT OF THE PROPOSED NEW COURSE.

*SUBJECT NO.	SUBJECT	TEACHING SCHOOL	STAGE
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*Numbers for new courses and subjects will be allocated by Clerk of Examinations after approval.

23. ATTACH COMPLETED FORM P.L.7 FOR EACH SUBJECT LISTED. (This form is not required for external courses.)
24. ATTACH THREE (3) COPIES OF NEW COURSE STRUCTURE, AND OF SYLLABUSES FOR ALL SUBJECTS OF THE PROPOSED NEW COURSE.
25. CLOSING DATE FOR ALL PROPOSALS FOR NEW COURSES IS 30TH SEPTEMBER OF YEAR PRECEDING PROPOSED COMMENCEMENT DATE.

Signature:
Designation:
Date:

26. Forward completed forms and accompanying Course Structure and Syllabuses to SECRETARIAT for following action:

- (i) Attach ONE copy of this form, Course Structure and accompanying Syllabuses to Course Syllabus File and submit to appropriate ASSISTANT DIRECTOR/SUPERINTENDENT.
- (ii) Forward SECOND copy of this form, Course Structure and accompanying Syllabuses to PRINCIPAL RESEARCH OFFICER (CURRICULUM).
- (iii) Forward THIRD copy of this form, Course Structure and accompanying Syllabuses to the HEAD, DIVISION OF EDUCATIONAL METHODS AND RESOURCES.
- (iv) If the proposer is not an officer of the School, forward a FOURTH copy of this form, Course Structure and accompanying Syllabuses to the appropriate STATE SUPERVISORY OFFICER.
- (v) Forward P.L.7 forms to PERSONNEL.

Form S.C.7

NEW SOUTH WALES
DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

COURSE REVISION PROPOSAL*

- (i) Please submit in triplicate and typewritten.
- (ii) All relevant sections of proposal must be completed.
- (iii) If space is insufficient please use additional sheets.

1. NAME OF COURSE:

COURSE NO:

2. PROPOSED DATE OF IMPLEMENTATION:

3. TYPE OF COURSE:

- (i) Certificate, Trade, Special, etc.
- (ii) TAFEC Stream.

4. PRESENT ENROLMENT (State-wide):

5. PROPOSED REVISIONS:

6. REASONS FOR PROPOSED REVISIONS:

*Also use this form to propose an external version of an existing Departmental course.

7. HAS THE PROPOSAL BEEN ENDORSED BY A RELEVANT AD HOC OR ADVISORY COMMITTEE?

DATE:

8. ARE FACILITIES NEEDED TO IMPLEMENT THE REVISIONS:

- (i) Available at colleges concerned
- (ii) Adequate

9. IF FACILITIES ARE UNAVAILABLE OR INADEQUATE, WHAT ACTION IS PROPOSED?

10. IS THE COURSE AVAILABLE BY CORRESPONDENCE?

11. WILL PROPOSED REVISIONS AFFECT THE EXTERNAL COURSE?

12. IF SO, HAVE THE DIVISION OF EDUCATIONAL METHODS AND RESOURCES AND THE PRINCIPAL, COLLEGE OF EXTERNAL STUDIES:

- (i) Been involved in the development of the revision
- (ii) Foreseen any problems in the development or implementation of these.

13. ESTIMATED COST OF REVISION OF EACH STAGE (State-wide):

	ORAL COURSE	EXTERNAL COURSE
--	-------------	-----------------

- (i) Major plant
- (ii) Minor plant
- (iii) Consumable materials per student per annum
- (iv) Teaching materials (including audio-visual)
- (v) Library materials
- (vi) Building costs (including alterations)
- (vii) Staffing costs
 - (a) Teaching
 - (b) Ancillary

14. HAVE THE SERVICING SCHOOLS:

- (i) Been consulted regarding the proposal
- (ii) Foreseen any problems in the proposal

15. PLEASE LIST IN THE SPACE BELOW THE EXISTING SUBJECTS IT IS PROPOSED TO REVISE AND ANY NEW SUBJECTS IT IS PROPOSED TO INTRODUCE

*SUBJECT NO.	SUBJECT	TEACHING SCHOOL	STAGE
--------------	---------	-----------------	-------

*Numbers for new subjects will be allocated by Clerk of Examinations after approval.

16. ATTACH COMPLETED FORM P.L.7 FOR EACH SUBJECT LISTED. (This form is not required for external courses.)
17. ATTACH THREE (3) COPIES OF REVISED COURSE STRUCTURE, CURRENT COURSE STRUCTURE AND SYLLABUSES OF ALL SUBJECTS LISTED ABOVE.
18. CLOSING DATE FOR ALL PROPOSALS FOR REVISED COURSES IS 30TH SEPTEMBER OF THE YEAR PRECEDING PROPOSED COMMENCEMENT DATE. (This date does not apply to proposals for external versions of existing courses.)

Signature:

Designation:

Date:

19. Forward completed forms and accompanying Course Structures and Syllabuses to SECRETARIAT for following action:
- (i) Attach ONE copy of this form, Course Structures and accompanying Syllabuses to Course Syllabus File, and submit to the Executive Member, New and Revised Courses Committee.
 - (ii) Forward SECOND copy of this form, Course Structures and accompanying Syllabuses to the PRINCIPAL RESEARCH OFFICER (CURRICULUM).
 - (iii) Forward THIRD copy of this form, Course Structures and accompanying Syllabuses to the HEAD, DIVISION OF EDUCATIONAL RESOURCES.
 - (iv) If the proposer is not an officer of the School, forward a FOURTH copy of this form, Course Structures and accompanying Syllabuses to the appropriate Head of School.
 - (v) Forward P.L.7 forms to Staff Branch.

ATTACHMENT 6

70/574/60282

DEPARTMENT OF TECHNICAL EDUCATION
323 Castlereagh Street,
SYDNEY. 2000.

13th September, 1974.

Administrative Circular
EDUCATIONAL NO. 2156

SUBJECT: Policy on Student Assessment in Certificate Courses.

ATTENTION: This circular supersedes Administrative Circular Educational No. 2115, issued 27th August, 1970.

The Director, on the recommendations of the Standing Committee on Examinations and the Board of Studies, has approved the student assessment system described below to operate for all certificate courses by 1975, subject to adequate clerical and administrative resources being available.

ASSESSMENT SCHEMES

For each subject there will be one assessment scheme prepared and regularly reviewed by the School responsible for teaching the subject.

The assessment scheme is to include a summary of the objectives to be achieved by students completing the subject, and to provide a method of allocating marks for assessing student attainment by tests, projects, assignments, and other measures of student performance. The roll book should record student attainment for each assessment.

The Head of School should ensure that the document outlining the assessment scheme is distributed annually to teachers of the subject concerned.

Heads of School are to arrange for students to be informed of the requirements in each subject in which the student is enrolled, either at the time of enrolment or early in the period of instruction.

In the case of a subject taught by the College of External Studies, the Principal of the College of External Studies should also be informed.

In each assessment scheme, one method of student assessment will account for the major proportion of marks. Assessment schemes are to be classified according to the major method of assessment into one of the four following assessment categories.

ASSESSMENT CATEGORIES

Category A

Application. This category is normally restricted to subjects of a terminal nature for which an examination is an appropriate major method of assessment.

Major Assessment. A centrally-set, centrally-marked examination. The Examiner is responsible for ensuring that all marked scripts are kept at least until 30th June of the following college year.

Other Assessments. Class tests, assignments, projects, etc., as specified in the assessment scheme. These assessments are combined to give the class mark.

Submission of Marks. Two marks are to be submitted independently as percentages to Examinations Branch. Class marks are to be submitted from the college. Examination marks are to be submitted by the Examiner.

Review of Assessment. A deferred examination is to be provided.

Administration. Timetabling, printing of papers and marking arrangements for the examinations will be conducted by Examinations Branch. Class teachers are responsible for the administration of all procedures set out in the assessment scheme from which class marks are determined.

Category B

Application. Subjects usually of a non-terminal nature where an examination is an appropriate measure, for example where there is a need to test the integration of the year's knowledge.

Major Assessment. A centrally-set locally-marked examination. Marking guides should be provided by the Examiner. The officer responsible for marking the papers in each college is responsible for ensuring that all marked scripts are kept at least until 30th June of the following college year.

Other Assessments. Class tests, assignments, projects, practical work, etc., as specified in the assessment scheme.

Submission of Mark. One co-ordinated mark is to be submitted from the College to the Examinations Branch for each student. The result of the end of year examination is combined with the other assessments by the class teacher, according to the assessment scheme, to produce this co-ordinated mark.

Review of Assessment. The co-ordinated mark for each student is to be reviewed by senior teaching staff at the college before being forwarded to Examinations Branch. No deferred examination is available.

Administration. Timetabling and printing of papers for the examinations to be arranged by Examinations Branch. Marking of the examination and compilation of the co-ordinated mark to be done by the class teacher.

Category C

Application. Particularly appropriate for subjects that have the main function of establishing a number of largely uncorrelated learnings as a basis for subsequent integrative studies. Also appropriate for subjects with a large content of practical work or for subjects where the work during the year cannot be realistically sampled in an end of year examination.

Major Assessment. A series of at least three tests set centrally by the school during the year.

These tests may be objective, practical, or of another form, but the duration of any test should not exceed the duration of the class period.

The officer responsible for the subject in each college is to ensure that the marked scripts from these tests are kept until the commencement of the following college year, except where otherwise directed by the Head of School.

Other Assessments. Locally-set tests, projects, assignments, etc., as specified by the assessment scheme.

Submission of Marks. One co-ordinated mark (for each student) is to be submitted from the College to Examinations Branch.

Results of the centrally-set tests are combined with the results of the other assessment by the teacher according to the assessment scheme to produce this co-ordinated mark.

Review of Assessment. The co-ordinated mark for each student is to be reviewed by senior teaching staff at the college before being forwarded to Examinations Branch.

Administration. The centrally-set tests are set and distributed by the school which is also responsible for establishing a method for checking standards. The class teacher conducts and marks the tests and is responsible for the administration of all other assessment procedures.

Category D

Application. Appropriate in the situations described for Category C but particularly suitable where greater flexibility in teaching and assessing is required. Generally Category C results in a more valid and reliable assessment but requires the utilisation of greater resources on the part of the school. In many cases Category D is chosen as a transitional stage to Category C in that locally-set tests can be collected, validated and collated into item banks for the preparation of centrally-set tests at a later stage.

Major Assessment. Locally-set and marked tests conducted during normal class time. Such tests may be objective, short answer, practical or any other form considered appropriate. In some instances the type of test is specified in the assessment scheme. The officer responsible for the subject in each College is to ensure that marked scripts from these tests are kept at least until the commencement of the following College year, except where otherwise directed by the Head of School.

Other Assessments. May include projects, assignments, centrally-set tests, etc., as specified by the assessment scheme.

Submission of Marks. One co-ordinated mark is to be submitted from the College to Examinations Branch for each student. Results of the tests and other assessments are combined by the teacher according to the assessment scheme to produce this co-ordinated mark.

Review of Assessment. The co-ordinated mark for each student is to be reviewed by senior teaching staff at the college before being forwarded to Examinations Branch.

Administration. The class teacher is responsible for the setting, conduct and marking of all assessments. However, the school is required to establish a method to check standards as this assessment category allows the greatest scope for invalid or unreliable assessment practices.

GENERAL ADMINISTRATIVE PROCEDURES

(a) Approval of Assessment Categories

For each subject, the School which is responsible for the supervision of the teachers of the subject will recommend an assessment category to the Assistant Director or Superintendent responsible for the School. In the case of a serviced subject all Schools controlling courses in which the subject is provided are to be consulted before a recommendation is proposed.

In the event of no agreement being achieved between the Schools concerned the matter is to be referred to the Assistant Director or Superintendent responsible for the course in which the subject is taught.

(b) Determination of Assessment Categories

The total number of subjects nominated for assessment categories A and B should not exceed 50% of the subjects in a course. Although no minimum number of subjects in categories A or B has been fixed, the senior officer to whom assessment categories or variations are submitted for approval will need to be satisfied that adequate central control of standards is provided.

(c) Administration of Assessment Procedures

Examinations within assessment Categories A and B will normally be conducted during the Department's examination period. The Department's Examinations Branch will control timetabling, supervision and printing of papers. Within Categories C and D, all assessments are to be conducted by the School during term time and the duration of any test should not exceed the duration of the class period.

(d) Optical Scanning of Objective Tests

Where centrally-set objective tests are to be used as part of the assessment procedures in Categories B, C or D, the Director has delegated the authority to approve the use of central optical scanning of answer sheets to Assistant Directors and Superintendents, provided that the marks are returned to the class teachers to determine the co-ordinated mark. The School is responsible for meeting all administrative commitments that arise, but should consult with the OIC (Exams Branch) regarding the arrangements for central optical scanning.

MAINTENANCE OF STANDARDS

The incorporation of a greater range of measures of student performance into the assessment procedures for certificate course subjects allows a more valid assessment in these subjects but it also increases the possibility of variations in standards between teachers and

between colleges. Consequently, the Board of Studies has recommended that a method of checking of the maintenance of uniform standards be implemented by each School for all assessments and particularly those for subjects in Category D. The following methods are included in this paper to indicate the types of provisions considered by the Board of Studies to be appropriate.

- (a) one or more centrally-set tests so that a comparison of marks derived from different teachers and different centres can be made as a check on standards;
- (b) review of examination papers and marked scripts from locally-set examinations by the Head of School or his/her nominee;
- (c) discussion of the assessment of student attainment between teachers and a visiting State Supervisor or Senior Officer in the School.

ADVISORY SERVICE

The attention of Heads of School is drawn to the availability of advisory services from Examinations Unit, Division of Educational Research and Planning.

H.I. CAINS
Secretary

ASSESSMENT IN CERTIFICATE COURSES
(REFERENCE: ADMINISTRATIVE CIRCULAR (EDUCATIONAL) NO. 2156)

For all certificate courses, assessment of student performance in subjects with Category A, B, C or D type assessment is defined in the above-mentioned circular. Briefly, the major assessment for subjects in each of these categories and the method of determining overall performance of students undertaking subjects in each of these categories is as follows:-

CATEGORY A

The major assessment for subjects in Category A is a centrally set and marked final examination with a deferred examination available. Class marks from the college and examination marks from the Examiner are submitted independently to Examinations Branch.

The overall performance of a student undertaking subjects in Category A is determined in the following way:

Minimum Class Mark	Minimum Exam Mark	Minimum Sum of Class and Exam Marks	Grade
%	%	%	
40	80	155	A
40	67	135	B
40	47	100	C
40	40	90	X

Students who do not attain a minimum class mark of 40%, a minimum examination mark of 40%, and a minimum sum of class and examination marks of 90% will fail.

Results of deferred examinations are determined solely on the performance of students on the deferred examination.

CATEGORIES B, C AND D

For subjects in each of these categories, all assessments are co-ordinated at the college so that one mark for each student is submitted to Examinations Branch.

The major assessment for:-

Subjects in Category B is a centrally set and locally marked end-of-year examination with no deferred examination available. Class marks are co-ordinated with the examination mark at the college.

Subjects in Category C comprises at least three classroom tests set centrally by the school and locally marked. Results of these and other assessments are co-ordinated by the teacher.

Subjects in Category D comprises locally set and marked assessments. Results of all assessments are co-ordinated by the teacher.

The overall performance of a student undertaking subjects in Categories B, C and D is determined in the following way:-

Minimum Co-ordinated Mark	Grade
%	
83	A
70	B
50	C
49 or less	F

The results of students with borderline marks should be reviewed by the teaching staff in the college. Decisions regarding the pass/fail borderline, in particular, should take into account the competence of the student for progression or for certification.

(Bulletin of General Information, Volume 12, No. 10, Paragraph 1788)

Course Approval

The following persons have the authority to approve proposals for new courses, revisions and withdrawals:

A. The Minister

1. Any proposal which represents a departure from established technical education policy.
2. Any new course involving over 300 hours of instruction or entry into a new field of training.

The Minister's office to be provided with schedules of approvals as presented to the Council of Technical and Further Education.

B. The Director-General

1. All new proposals except those subject to Ministerial approval.
2. All substantial revisions of existing courses of over 300 hours of instruction.

C. The Deputy Director-General (Educational Developments)

All substantial revisions of existing courses except those subject to Director-General's approval.

D. Heads of Schools

Minor revisions of any course in accordance with policy.

E. Regional Directors, District Councils and/or Principals

Under certain circumstances .

NOTE: In the case of Stream 1 courses, the involvement of the Higher Education Board may be required.

8.3 Criteria for Evaluating Course Proposals by New and Revised Courses Committee

8.3.1 New Course Proposals

- . Name of course
- . Proposed date of implementation
- . Type of course
- . Instructional modes proposed
- . Course aim
- . Types of employment those completing the course are expected to enter
- . Entrance requirements
- . Estimated enrolment
- . Effect of course introduction on existing courses
- . Evidence of need and demand from potential employers
- . Evidence of interest in course (demand) from potential students
- . Similar courses in other institutions
- . Endorsement of proposal by advisory or ad hoc committees
- . Colleges at which course is proposed to commence
- . Concurrence of college principals
- . Availability and adequacy of facilities (including proposed action)
- . Availability of proposals for External Studies: including any problems expected in same
- . Estimated costs for oral/external course broken down by:
 - (i) major plant
 - (ii) minor plant
 - (iii) consumable materials
 - (iv) teaching materials
 - (v) library materials
 - (vi) building costs
 - (vii) staffing costs
- . Consultancy with servicing schools - problems envisaged
- . List of subjects in the course
- . Attachment of P.L.7.
- . Attachment of course structure/syllabuses.

8.3.2 Revised Course Proposals

- . Name of course
- . Proposed date of implementation
- . Type of course
- . Present enrolment
- . Proposed revisions (detail)
- . Reasons for proposed revisions
- . Endorsement by ad hoc or advisory committee
- . Availability and adequacy of facilities (including proposed action)
- . Availability of course by correspondence
- . Effect of revisions on external course
- . Involvement of Ed. Methods, etc., in changes to external course
- . Estimate costs for oral/external course broken down by:
 - (i) major plant
 - (ii) minor plant
 - (iii) consumable materials
 - (iv) teaching materials
 - (v) library materials
 - (vi) building costs
 - (vii) staffing costs
- . Consultancy with servicing schools - problems envisaged
- . List of subjects being revised/introduced
- . Attachment of P.L.7
- . Attachment of course structure/syllabuses

8.4 Classification and Nomenclature

Names and classifications for courses are proposed by Heads of Schools. After consideration and comment by New and Revised Courses Committee, the decision to approve classifications and nomenclature rests with the person(s) responsible for approving the course (see 8.1/8.2 above).

8.5 Intersector and Interstate Credits

TAFE courses may be given credit at other institutions such as Colleges of Advanced Education by students individually applying for exemptions on the basis of TAFE studies undertaken. Similarly, TAFE will give exemptions on a subject by subject basis for inter-sector, interstate and overseas qualifications.

TAFE conducts programmes leading to the equivalent of the NSW School Certificate ('Certificate Entrance') and the NSW Higher School Certificate ('Day Matriculation' and 'Diploma Entrance'). The latter involves students presenting themselves for examinations set by the Board of Senior School Studies. Some schools' board courses are conducted at TAFE institutions for school students - e.g. 'sheep and wool' courses (see 2.2.2, above).

Interstate credits for TAFE courses operate in some areas - e.g. Plumbing Trades, Customs' Agents, Footwear Technicians.

NORTHERN TERRITORY
TECHNICAL AND FURTHER EDUCATION

AN OVERVIEW

Because the Northern Territory was not represented at the Melbourne Conference dealing with TAFE Delivery Systems, held 5-7 May, 1980, no state paper on curriculum development was written. To offset this problem and to assist the reader in obtaining an understanding of the organisational and administrative framework in which TAFE curriculum development takes place in the Northern Territory an outline of the structures of Northern Territory is presented below.

There is no special department or division of Technical and Further Education in the Northern Territory, it is part of the NT Department of Education, and is under the Northern Territory Government Minister for Education who administers his portfolio under the terms and powers of the Northern Territory Education Act of 1979. (Refer to NT Education/Training organisational Diagram in Fig. 1.)

The Legislative Assembly of Northern Territory became a self governing legislature under the Northern Territory (self Government) Act 1978 of the Commonwealth.

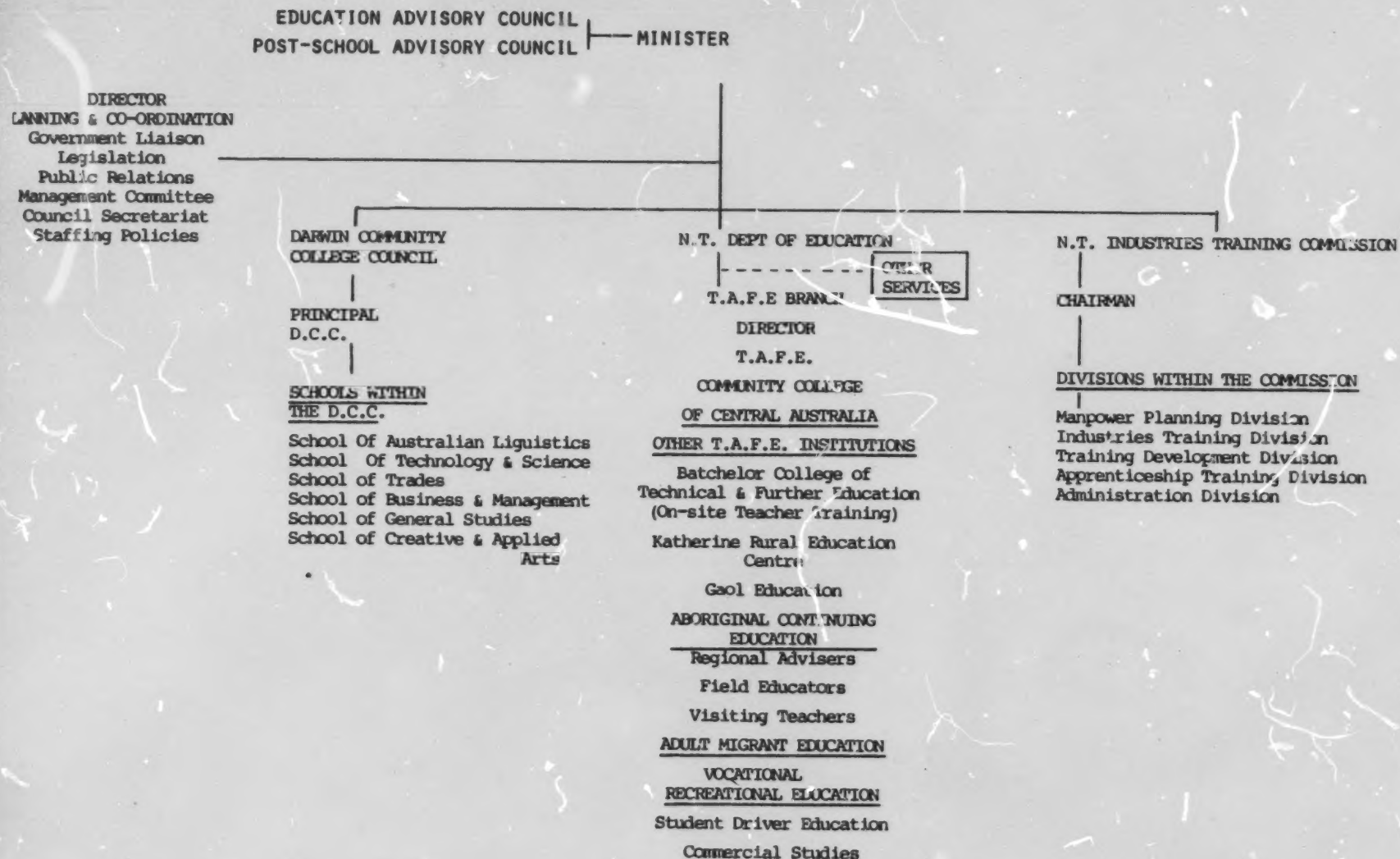
Under the administration of the Minister, TAFE in Northern Territory is implemented under three apparently separate, but cross linking bodies: the TAFE Branch of the Northern Territory Department of Education, the recently formed Northern Territory Industries Training Commission (which subsumes the previous NT Apprentice Board) and the Darwin Community College.

The whole range of TAFE educational programmes, from TAFEC study stream 1 to 6 are offered through the TAFE Branch of the Department of Education and the Darwin Community College. The Northern Territory Industries Training Commission under its Act does not conduct any courses by itself, but arranges for the conduct of courses through the TAFE Branch and the Darwin Community College.

The TAFE Branch of the Northern Territory Department of Education is directly administered by the Director of TAFE who is responsible to the Deputy Secretary Programmes of the Department of Education. TAFE Branch is responsible for the conduct of programmes and the general administration of the Community College of Central Australia located at Alice Springs, (refer to The Role of the Community College of Central Australia Report), the Batchelor College of TAFE, Katherine Rural Education Centre, geol education, aboriginal continuing education, adult migrant education, and vocational and recreational education. The greater part of these programmes are conducted outside of the Darwin area.

EDUCATION AND TRAINING IN THE NORTHERN TERRITORY

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Figure 1



The Industries Training Act 1979 was assented to on the 7th January, 1980 and the Northern Territory Industries Commission became a legal entity awaiting Gazettal.

The NTIIC is a corporate body reporting to the Minister for Education in the Northern Territory Government.

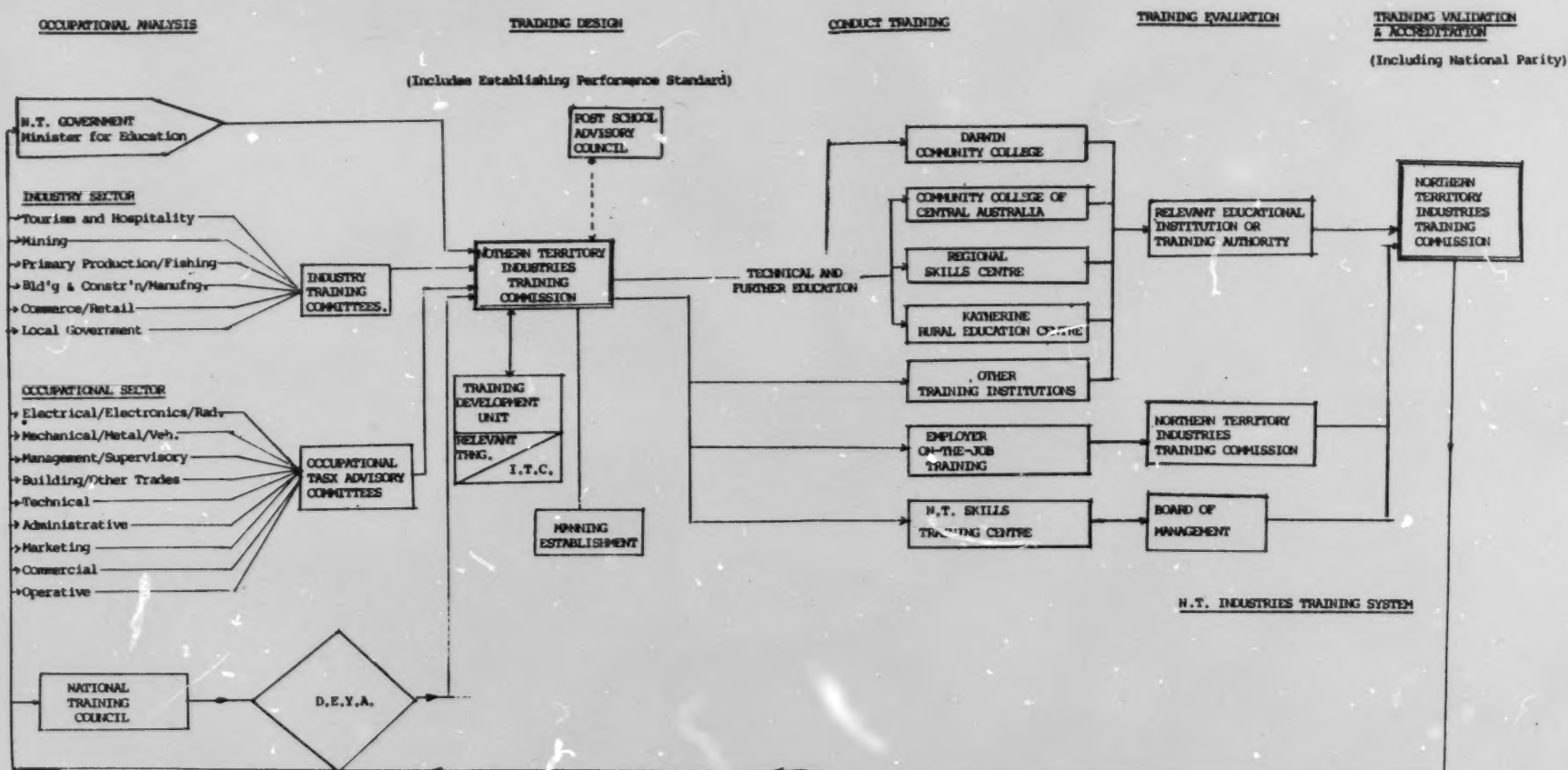
The Commission's members represent employers, employees, the Post School Advisory Committee, unions and Government in the Territory. Its functions as set out in the Industries Training Act 1979 may be described in summary as follows:

- . to advise the Minister for Education on matters relating to industry training;
- . to carry out research into training and industry, including labour market requirements;
- . to examine the training needs of special groups within the community;
- . to supervise and co-ordinate the provision of training for industry in the Territory;
- . to determine, approve and supervise standards of training for industry in the Territory;
- . to promote training within industry;
- . to make arrangements for the preparation and conduct of training courses for industry;
- . to determine or approve certification or accreditation for courses within industry;
- . to provide or arrange provision of financial assistance to persons, bodies or institutions for training courses within industry.

The Commission has a wide range of powers under the Act and its major task will be to investigate the training needs of NT industry through planned consultation with representatives from all major industry areas. Committees representing major trade groups, major industries and regional centres, will advise the Commission on their industrial training requirements.

Training programmes are and will be developed and implemented by close co-operation with existing educational and training institutions existing in the Territory such as Community Colleges (Darwin CC and the Community College of Central Australia) and/or by industry.

The Commission will provide accreditation for trainees and will ensure that the end result of training is consistent with industry's needs.



To assist the Commission to carry out its charter the Act gives the Commission powers to set up industry training committees representing the major industry areas in NT. These committees are in continuing contact with the Commission in respect to their industry's training needs. To assist the Commission with information on occupations (trades or clusters of trades) within the industries, occupational task advisory committees of the Commission are formed and cover a wide range of occupations.

The designs of vocational training programmes are carried out by the Training Development Division which forms a nexus between the Commission and the relevant educational/training institution.

One of the links with the Minister for Education on training programme matters is through the Post School Advisory Council which reports to the minister on any matter considered by the Council.

The vocational educational/training programme, following its design and curriculum development, is fully documented (usually by a sub-group of the particular Advisory Course Committee) and is submitted for approval to the governing body of the relevant educational institution for final approval and to the Commission for accreditation and through the Post School Advisory Council to the Minister (refer to The Organisation flowchart of the ITC's role in providing training for industry).

The Darwin Community College was officially and legally established under the Northern Territory Education Act of 1979. The College has been operating as an educational institution under the present title since 1972 (ordinance of the Legislative Council of the Northern Territory).

The College is a statutory corporate body with a high degree of autonomy and is responsible through the College Council to the Minister for Education in Northern Territory Government.

The Darwin Community College may be described as a multi-level, multi-purpose post school educational institution. Its overall curriculum embraces educational programmes ranging from degrees and diplomas, through a wide range of para-professional certificates and trade courses to TAFEC study stream 6 courses, better known as adult education or in some other States, as leisure or enrichment studies.

Unlike some post school institutions outside of the Territory, the Darwin Community College does not have a separate TAFE section or branch. TAFE programmes at para-professional level are conducted in the same college school as CAE and post trade programmes. This arrangement of educational/training programmes allows for flexibility in the allocation of resources by the College and appears to be unique in post school educational institutions in Australia. The governance of the College is through a legally constituted College Council and a well defined committee system. The Principal being responsible to the Council for the day to day governance of the overall College activities.

The three case studies used to investigate the curriculum development processes in TAFE in Northern Territory are all programmes developed by staff at the Darwin Community College, which is by far the main institution offering TAFE courses in NT, although its main area of influence is the greater Darwin area. Educational programmes of the College are offered through a Department of Continuing Education and a number of schools responsible for particular study areas, all strongly supported by the College's Learning Resource Centre. These College components are the centres of all the curriculum development activities in the institution.

An examination of the case studies describing the curriculum development processes within the Darwin Community College, shows that a well defined procedure exists and that there is provision for flexible approaches to be used should special circumstances demand some departure from the set down procedural model. TAFE programmes, especially TAFE vocational courses, form a considerable part of the Darwin Community College's overall curriculum and will no doubt increase in number and variety as the Northern Territory Industries Training Commission develops its role according to its charter. The development will take place in collaboration with the Darwin Community College.

Curriculum research and development, which takes in receiving and investigating educational/training needs and their demands, job descriptions, occupational task analysis and the establishment of skill profiles, as well as the design of curricula and its further development through established processes, will call for very close ties between the Commission and the College.

It is an observation of the writer that the collaboration between the Commission and the College would be better served if the College established a separate department of curriculum research and development unit responsible to the Principal and the College Council for the curriculum development of College TAFE vocational programmes, including preparation of full documentation for submission to the Academic Board and the Commission.

A department of curriculum, research and development within the College would allow for the training of College staff in the art of curriculum development, as well as performing its role in developing proper research techniques associated with educational need and demand, and the development of a College curriculum model to serve all the curriculum development of new and revised programmes. Although staff development in the area of curriculum could be carried out by a department of curriculum, research and development, the broader area of staff development, especially in teacher classification studies, needs the services of a full-time staff development officer.

Vocational TAFE courses which come under the direct control of the NTITC are accredited by that organisation in the first instance.

Structurally and organisationally it appears that a process of accreditation exists, however there is a need for the process to be clearly spelt out in a separate policy document by the Minister, covering the three sectors mentioned above, which deal with TAFE programmes in Northern Territory.

The policy statement(s) should lay down a clearly defined procedural path for the process of accreditation of TAFE programmes and lay emphasis on the uniformity of the curriculum document being submitted for accreditation and final approval. Such a procedural policy would tend to rationalise the existing system and would benefit the educational institutions submitting curriculum documentation and the accrediting and approving authorities.

All the Australian States and Territories have operated under the guidance of the Technical and Further Education Council's six streams and ten Fields of Study for some years.

While the TAFEC educational programmes structures have served well as a management tool for the Council and the State and Territory TAFE authorities, there is an urgent need for a nationally accepted model/system covering the classification and nomenclature of awards. A number of the States TAFE authorities are currently exploring this development and communication between the managers of the curriculum/research/assessment branches or sections of the various states has raised the need for a nationally acceptable classification and nomenclature system. The Northern Territory TAFE Authority will no doubt be a participant in the dialogue covering this aspect of TAFE educational programmes.

The development of a classification and nomenclature system calls for a well defined formalised procedure for in depth major reviews of TAFE courses, particularly programmes leading to middle level awards in the vocational area. A policy of in depth major review based on a time interval appears to be most satisfactory and is a feature of some State TAFE authorities.

The Northern Territory TAFE sectors would benefit from an official policy statement on course review to ensure all TAFE courses in the NT, not only those under the control of the NTITC, were meeting the changing needs of the community and were maintaining the high standards set at the time of implementation.

While the wide powers of the NTITC and the curriculum development structures within the other TAFE sectors, allow the managers concerned to address themselves to the maintenance of course standards through a number of mechanisms such as college based assessment, study area staff in an ongoing dialogue with client groups, and through advisory committees, a TAFE policy paper (guidelines perhaps) would serve a useful purpose.

SUMMARY

Technical and Further Education in the Northern Territory is a component of the Northern Territory Department of Education under the administration of the NT Government Minister for Education.

TAFE in NT is developed and implemented by three separate, but crosslinking bodies: the TAFE Branch of the NT Department of Education; the NT Industries Training Commission; and the Darwin Community College.

The TAFE Branch of the NT Education Department administers most TAFE programmes outside of the Darwin area and some programmes within Darwin. The NTITC has a wide brief on all vocational training programmes in the Territory, and the Darwin Community College is by far the main post school educational institution in the Northern Territory and caters for a wide range of educational programmes within the greater Darwin area. The Darwin Community College total curriculum covers degrees, diplomas, middle level certificates, trade and leisure programmes. It is a statutory corporate body with a high degree of autonomy and is responsible to the Minister through the Post School Advisory Council.

There is no separation of TAFE from other post school educational programmes at the Darwin Community College, each school provides a range of courses, some of which may be TAFE and others, following a CAE description and purpose, also feature in the College total programme.

TAFE courses are designed and developed within the College in liaison with advisory committees having client representation. The curriculum development model is efficient and features a flexible approach to cater for the variety of circumstances which surround the development of new and revised courses. It is observed that the curriculum development processes may be improved by the setting up of a separate curriculum/research/assessment section within the Darwin Community College and that a staff development officer may enhance provision for in-service training of lecturers (throughout the N.T.), especially in the area of professional formation through classification studies.

Although accreditation exists within the TAFE system in the Territory an official policy statement on an accreditation procedure would assist the institutions submitting curriculum proposals as well as the accrediting and final approving authorities.

The processes of curriculum development would be improved with the development and introduction of a formalised system of course classification and nomenclature and a stated policy on indepth major review procedures for TAFE courses.

FINDINGS

- . The curriculum development of TAFE vocational courses (and their delivery) in Northern Territory is currently ad hoc and fragmented, being serviced by three separate, but crosslinked TAFE authorities.
- . The Darwin Community College is by far the largest authority in the Northern Territory responding to TAFE needs, and that its main sphere of operation is the Darwin area.
- . The recently established Northern Territory Industries Training Commission (NTITC) by its charter has very wide powers and responsibilities in the occupational training area.
- . The accreditation of TAFE courses requires a clearly stated and official policy statement to clarify the problem of three separate authorities responding to TAFE needs in the Territory.
- . There is no clearly stated policy on the classification and nomenclature of TAFE awards.
- . Curriculum development processes within the Darwin Community College are reasonable effective in the absence of a separate Curriculum/Research/Assessment Section.

RECOMMENDATIONS

- . That the Council of the Darwin Community College investigate the advantages of setting up a separate curriculum research and development branch or section and appoint an experienced person to manage it and that the person appointed be responsible to the Principal and College Council through the existing College administrative structure.
- . That the Post School Advisory Committee/The Northern Territory Industries Training Commission provide a formal policy paper on the accreditation procedure to assist the educational institutions in the preparation of curriculum documentation.
- . That the Council of the Darwin Community College consider the appointment of a staff development officer.
- . That the NT Department of Education, through its TAFE Division, develop in consultation with the other Australian States and Territory TAFE authorities and TAFE, a system of classification and nomenclature for TAFE awards.

QUEENSLAND
TECHNICAL AND FURTHER EDUCATION
ORGANISATION AND ADMINISTRATION

AN OVERVIEW

Technical and Further Education is serviced by a Division of the Education Department of Queensland and is administered by the Director General of Education. (See Figure 1.)

TAFE in Queensland is conducted in accordance with its expressed educational philosophy, which, in the main, follows the principles of TAFE espoused by the Australian Committee on Technical and Further Education (ACOTAFE), which was the precursor of the present Technical and Further Education Council (TAFEC).¹

The TAFE Division has as its immediate head, the Director of TAFE who is assisted by a Deputy Director.

The TAFE Division comprises a number of branches with specific areas of responsibility and each branch has a staff inspector as the immediate branch head who is responsible to the Director of TAFE Division.

The Director, Deputy Director, staff inspectors in charge of branches, Supervisor, TAFE Operations and the inspector of colleges form the Executive of the TAFE Division, which is responsible for overall Division planning. The Division is undergoing a programme of restructuring and its current organisation is shown in Figure 2.

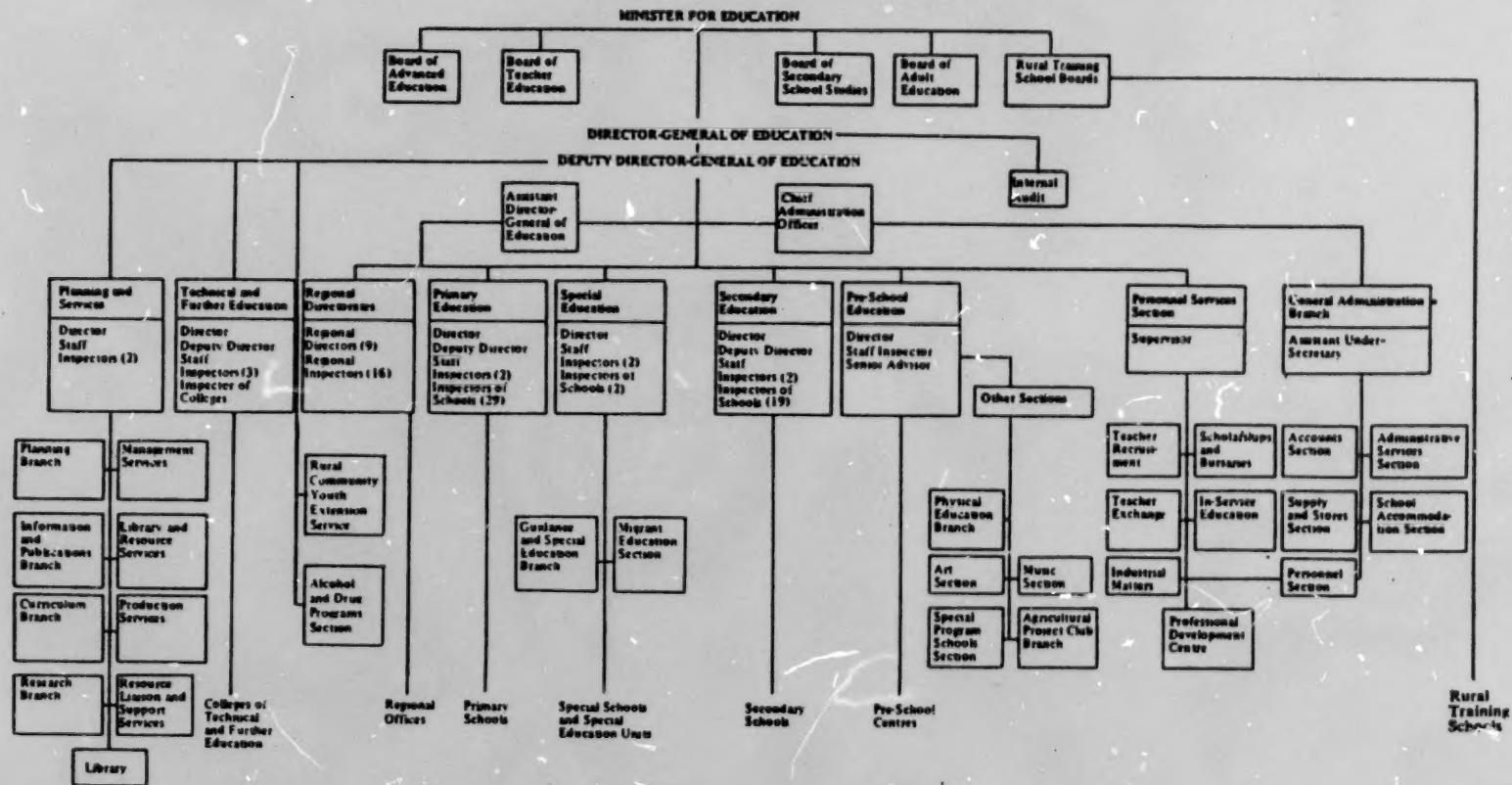
The TAFE Division operates by means of a centralised system whereby the Head Office structure contains an Operations Branch which supports the Deputy Director in his liaison with college principals for the day to day functions of the Division.

The Operations Branch relies on a number of other branches in its advice to the Deputy Director. These branches are:

The Curriculum Branch: is responsible for servicing all new and revised curriculum development. The Branch functions through three main sections: The Technology and Applied Science Section, the Curriculum Services and Social Sciences Section and the State RMC² for TAFE. The sections are headed by principal education officers (PEO's) who are responsible to the staff inspector who heads the Curriculum Branch.

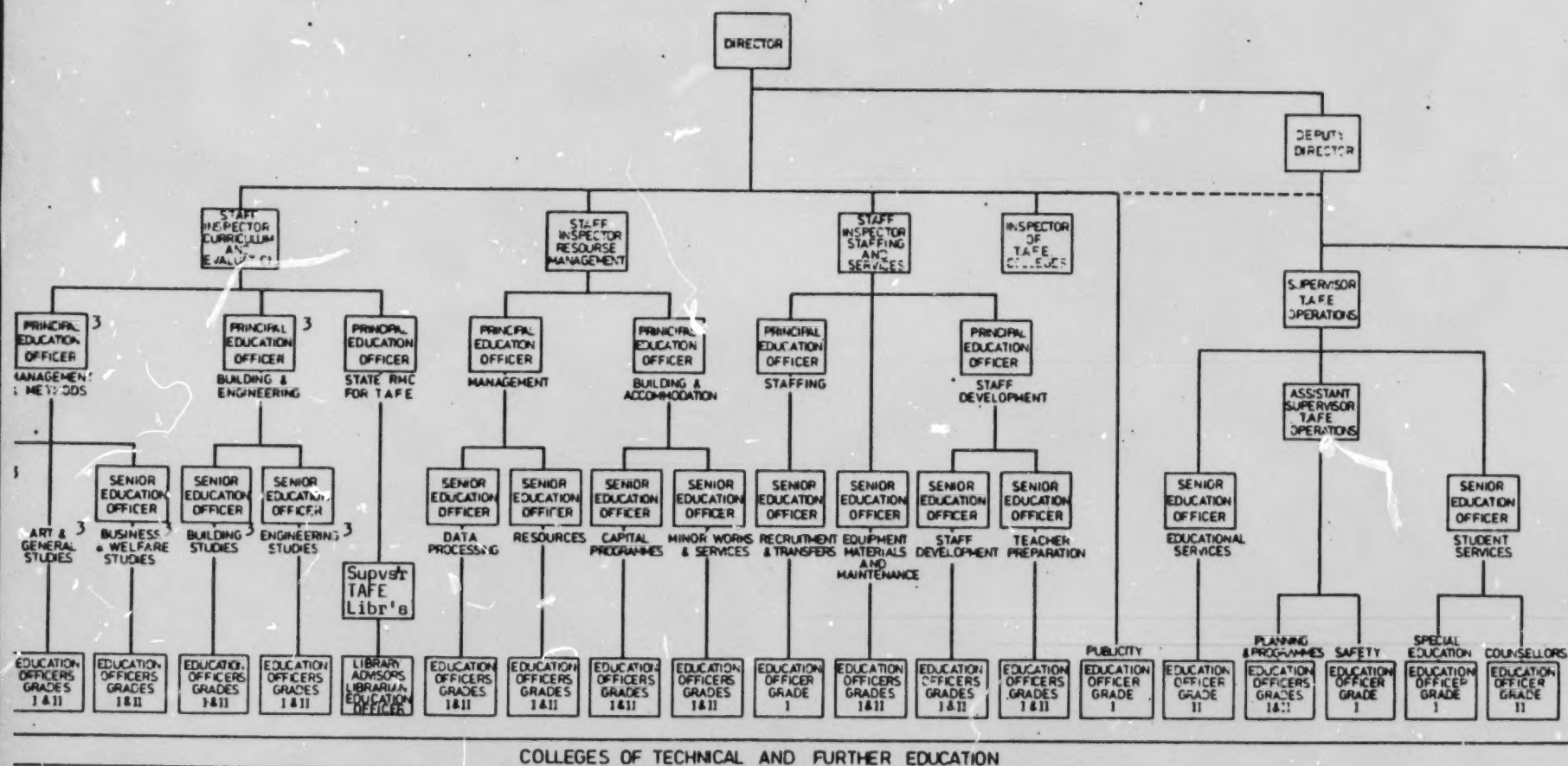
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1. A policy paper expressing the philosophy of Queensland TAFE is in Attachment 1 of this overview.
 2. State Resource Materials Centre for TAFE.

THE ADMINISTRATION OF STATE EDUCATION, QUEENSLAND



DECEMBER 1979

FIG. 2



14 ADMINISTRATION OFFICER } THESE POSITIONS
9 DRAUGHTSMAN } NOT YET INCLUDED
NATIONS OFFICER

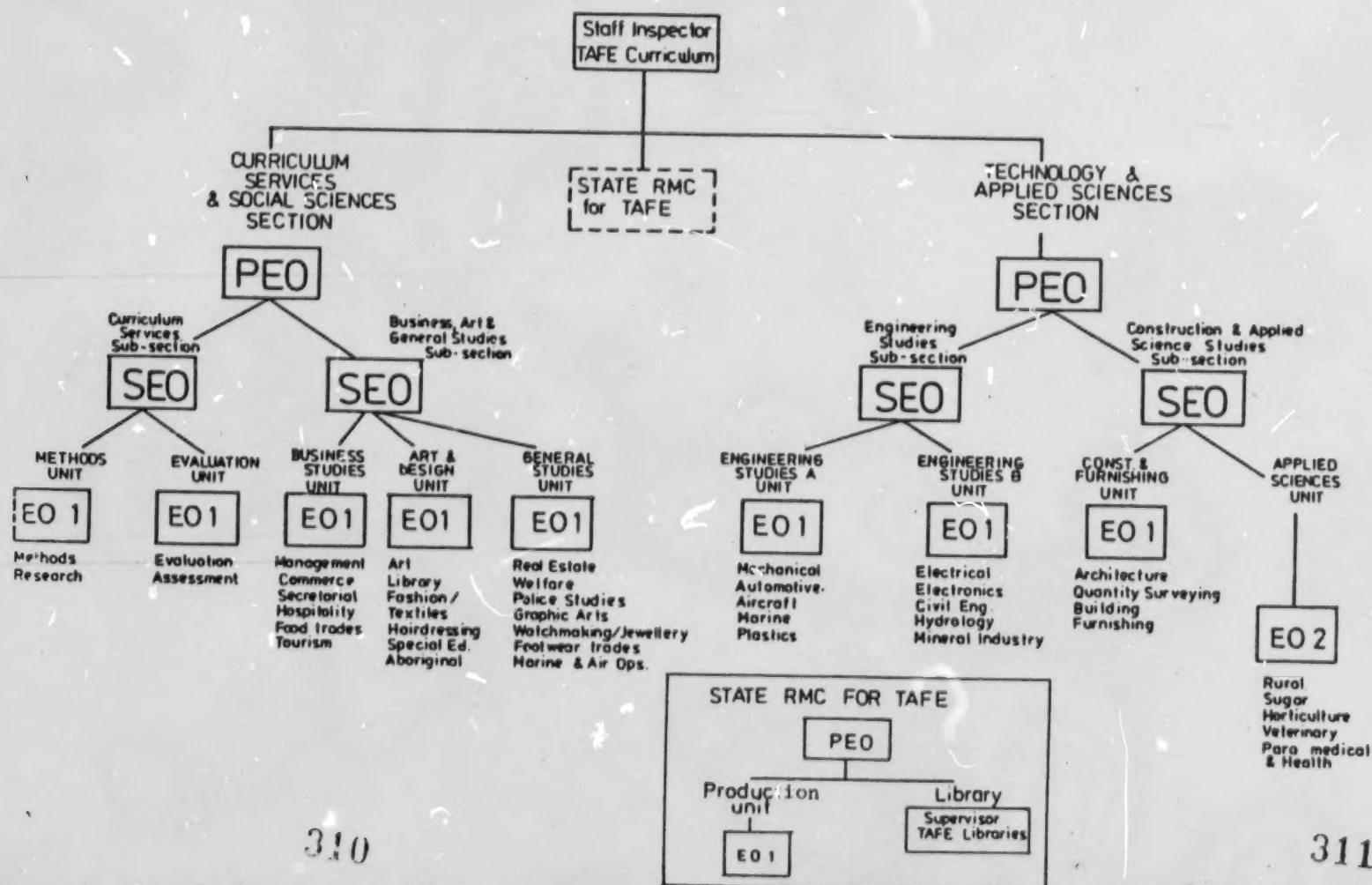
ORGANISATIONAL STRUCTURE OF THE DIVISION OF T.A.F.E.

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note 3: These designations were renamed and reorganised during the course of the Project.
See FIGURE 3.

6-903

QLD. DIVISION OF TECHNICAL AND FURTHER EDUCATION TAFE Curriculum Branch Responsibilities



Senior education officers (SEO's) are responsible to the PEO's for the activities of sub-sections which may direct curriculum development of either new or revised courses or support activities such as research into industry needs or for the evaluation of new and revised courses during the piloting phase of implementation. (See TAFE Curriculum Branch structure, Figure 3.)

The Curriculum Branch is currently responsible for all vocationally oriented programmes. (Streams 1-5.) Recreational, enrichment, leisure type courses are generally developed at college level.

The State Resource Materials Centre for TAFE is part of the Curriculum Branch and provides assistance with course programme enabling resources such as audio visual, other non print and print materials. The Curriculum Branch has direct links with colleges and other branches and sections.

TAFE Resource Management Branch/Section: responsible for planning, finance, statistics and for buildings and accommodation.

TAFE Staffing and Services Branch: through its sub-sections responsible for: recruitment and transfer of teaching staff, teacher education, staff development and the provision of materials and equipment to colleges.

Operations Branch: described above.

TAFE in Queensland has traditionally serviced the construction, engineering and business sectors of industry and commerce.

As in all states of Australia, TAFE in Queensland has developed and has grown to fulfil the general TAFE philosophy of providing technical and further education to the general community from post secondary school education to para-professional, from a variety of vocational/training areas to general adult education. TAFE education and training is conducted through twenty four teaching institutions all of which are colleges in their own right and are under the administration of Principals who are assisted by department heads.

Because the main intention of this project is to investigate the curriculum development processes in TAFE in Australia, the emphasis of this overview of the Queensland Division of TAFE will be on the activities of the Curriculum Branch.

An examination of the case studies used to investigate the curriculum development processes will reveal close relationships between the TAFE Division and the industries of Queensland. The liaison occurs both formally and informally, but essentially formally.

However, there is a deliberate movement away from a more formal approach through a single structured survey method towards a range of methods of information collection. These methods of collecting information from industry vary in character, but in the main data is collected on current occupational tasks of the occupations forming the sub-sets of a particular industry. The data, upon analysis, leads to proper job descriptions and the establishment of relevant skill profiles.

From the collected data analyses decisions are made within the TAFE Division and related directly to the validity of the perceived need for vocational education/training and to the support for the proposed course (demand).

The collected data forms the criteria upon which course aims and objectives are written, which in turn allow the design of the course to proceed, establishing course structure, subject sequence and subject content, including terminal subject objectives.

Older survey instruments have been structured questionnaires designed and drawn up within the Curriculum Branch. However, the response to questionnaires varies from project to project and are best executed supported by personal interviews. Such survey methodology is costly in terms of time and travelling expenditure.

The Curriculum Branch has in recent months experimented with the DACUM method, which is designed to bring a strong and wide representation of the industry together under the management of a skilled operator of the system. By a carefully structured "brain storming" programme the most relevant occupational tasks of the industry are thrown up and their priority established. Skill profiles are quickly assessed and accurate job descriptions are written.

By using the DACUM method it is felt that industries are more participative and will give stronger support to the particular course which they see as being more meaningful because of their personal involvement.

The approach to curriculum development in the past in Queensland TAFE has been flexible and efficient, despite the absence of a prescriptive formally structured curriculum development model or system. Queensland TAFE Division, like its counterparts in all other states has been characterised by rapid development and the curriculum development processes have evolved through the Division's response to the needs of industry and the community in general.

Each response of the Curriculum Branch to an expression for a new course or a major review of an existing programme, has provided a case study for use in developing other curricula.

The curriculum branch's policy and organisational structure places the education officer of the particular study area in a central position. The EO takes full responsibility, in consultation with his SEO and sometimes with the PEO of the appropriate section within the Branch, for the conduct of the curriculum development of the proposed course. The EO is the automatic team leader of the curriculum committee as well as the executive officer. He is the main link between the Division (through the Curriculum Branch), the Branch, the relevant colleges, the Industry Training Committees and the Industry and Commerce Training Commission.

The Education Officer prepares all documentation for submission for approval in principle and the greater part of the final submission. The syllabus documentation is wholly the responsibility of the EO of the study area.

A Curriculum Branch check list for EO's is provided to guide the conduct of the curriculum development.

Although there has been a general non prescriptive approach to curriculum development with well understood mandatory processes, the case studies of the earlier and current projects show that each course development has followed processes which seem to be the most effective for the course in hand at the time. Often, because of the urgency of the need or whether the educational need originated from within the Division (e.g. a major review of an existing course) or from industry, some adaptation of curriculum development processes used in earlier developments takes place. Such flexibility is desirable even where a TAFE authority has a well defined structured mandatory curriculum model or system.

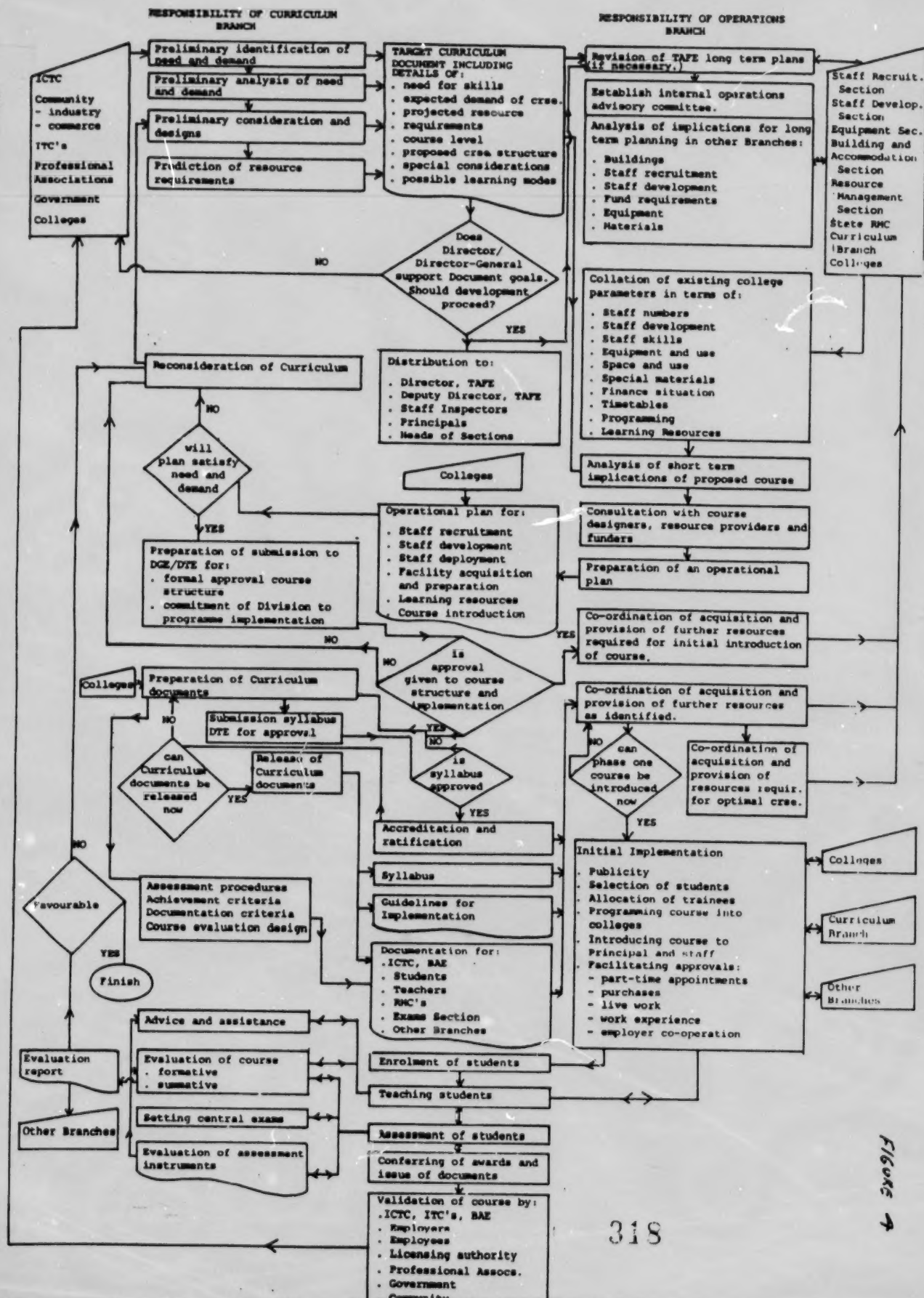
The Queensland TAFE Division proposes to adopt a more clearly stated curriculum development and course implementation model or system⁴, which if accepted, will make for a tighter, more structured and systematic approach to the implementation phase of TAFE curriculum development. (See Appendix 2.)

Currently, as may be noted from this project's case studies, documentation of TAFE courses being submitted for final approval is comprehensive and well ordered.

However, for the reasons stated above, differences occur between the course submissions. The implementation of the proposed curriculum model will hopefully preserve flexibility in curriculum development documentation and course implementation.

TAFE Division, mainly through its Curriculum Branch, relates to the recently established Industry and Commerce Training Commission. The Commission has subsumed the activities of the previous Apprenticeship Executive and has wider powers and responsibilities than the previous body.

Footnote 4: This model has now been adopted and is being piloted as depicted in FIGURE 4.



The Commission has established standing Industry Advisory Committees in the major occupational areas to provide a link between training and educational institutions, employers and trade unions. The role of the Industry Advisory Committees is to communicate industry's educational/training needs to TAFE Division and the ICTC. TAFE has representation on these committees established by the ICTC. The Industry Advisory Committees are usually linked to the Curriculum Branch's curriculum development committees set up under an education officer of the Branch to effect the curriculum development of a specific course or programme, i.e. the ICTC has representation on the TAFE Curriculum Committees.

TAFE curriculum committees are not standing bodies; they are set up to develop new courses or to carry out major reviews of existing courses. The priority for major reviews is the responsibility of the TAFE Division Executive, which comprises the Director, Deputy Director, staff inspectors in charge of Branches and the Inspector of Colleges.

At Division level a further TAFE committee has been established and will comprise the Executive, college principals representation and other senior Divisional officers.⁵

Accreditation of TAFE programmes

Currently, no one body is responsible for accrediting TAFE programmes. All new courses are approved by the Director General of Education. However, many courses are further accredited or ratified by other bodies:

- . all apprenticeship programmes are ratified by ICTC;
- . courses for licensing purposes are accredited by the particular Government Department or Board responsible for the enforcement of the appropriate legislation;
- . professional organisations, by recognition of courses to membership of such organisations;
- . recognition by industrial awards;
- . tertiary accrediting bodies for formal UG2 and UG3 courses.

Classification and Nomenclature of TAFE Courses

A system for classification and nomenclature of TAFE courses is currently in the preparatory stage for submission to the Director General of Education.

Student Assessment as part of Quality Control

Beginning in 1978, when student assessment in TAFE educational/training programmes was partly decentralised, there has been a deliberate move towards further decentralisation of student assessment.

Footnote 5: This Committee has discontinued.

The Technical Education Branch of the Queensland Education Department has produced a comprehensive policy document on college based assessment (CBAS), appended. The policy ensures that the actual assessment of students takes place in the colleges and that the Curriculum Branch has the opportunity to effectively evaluate the various assessment instruments being used both within and between colleges.

While the greater majority of TAFE course students are to be assessed within the colleges, there are some exceptions:

- . subjects which are offered at so many colleges that it is uneconomic for multiple assessment instruments to be used;
- . where subjects relate to exemptions at other institutions;
- . where subjects are required for licensing purposes.

For these exceptions, examination papers or other assessment instruments are provided through the central examination system, or banks of questions are provided by the Curriculum Section to be used by colleges in compiling examination papers. See Attachment 4.

Summary

The Technical and Further Education Division of the Education Department of Queensland is a centralised sub-system operating under the administrative powers of the Director General of Education through the delegated powers of the Director of Technical and Further Education, who is assisted by the Deputy Director of TAFE.

The main policy making body within the Division is the TAFE Executive comprising the Director, the Deputy Director, Staff Inspectors who head TAFE Branches, Supervisor, TAFE Operations and the Inspector of Colleges. A further Head Office TAFE Committee consists of the Executive plus other selected Head Office persons and representation from the college principals. The latter committee gives advice to the Executive.

The functions of the Division are effected through a number of branches headed by staff inspectors; all TAFE branches inter-relate.

The Curriculum Branch is responsible for the greater majority of vocationally oriented new courses and major reviews of existing courses. Major review priorities are determined by the Head Office (Division) Executive.

TAFE's educational services range from TAFEC Stream 1 to 6 programmes, which are conducted through twenty four TAFE learning institutions.

The Division has close links with industry and the general community. Through the Industry and Commerce Training Commission and its advisory committees TAFE Division responds to industry's training needs. TAFE has representation on all ICTC advisory committees.

There is a movement toward a more effective range of information collection processes conducted by the Curriculum Branch and the use of the DACUM method of assessing occupational tasks is increasing. Skill analyses form the criteria for vocational course design, especially structure and content. TAFE Division is proposing a formalised statement on the processes of curriculum development and course implementation. There is a recognition of the need for flexibility in the processes of curriculum development because of varying circumstances which affect some courses.

It is further recognised that uniform documentation of curriculum is undesirable and that the circumstances of teachers' needs must prevail.

The Education Officer is the central figure in all the Curriculum Branch's course development. The EO becomes the automatic leader and executive officer of the special curriculum committee set up to oversight a specific TAFE course. He is responsible for the greater part of the curriculum documentation.

The EO is the link between the Curriculum Branch (Head Office); the ICTC; the colleges and the industry.

The Director General is the main accrediting authority of all TAFE courses and other authorities/bodies ratify courses.

The Division is conscious of the need to have a clearly expressed scheme of classification and nomenclature of its courses, mainly for the reciprocity of awards and is currently submitting such a scheme for approval.⁶

Student assessment is covered by a policy document (see Appendix 4) which concentrates on assessment being college based, while at the same time allowing the Curriculum Branch to effectively evaluate the assessing instruments on an ongoing basis.

There are some exceptions to college based assessment and they concern: subjects taught at a number of colleges, exemptions of other institutions and licensing.

Footnote 6: Now approved.

FINDINGS

- . The curriculum development of TAFE vocational courses in Queensland is a centralised function and its locus lies in the Curriculum and Evaluation Branch of the TAFE Division of the State Education Department.
- . The Curriculum and Evaluation Branch is hierarchically structured and operates under a line management whereby the Staff Inspector in charge is supported by principal education officers, senior education officers, education officers and seconded lecturing staff.
- . The most central person to the curriculum development activity is the education officer who, after receiving general guidelines by his immediate senior staff, acts with a reasonable measure of professional freedom in a flexible manner in the liaison with industry and colleges, in planning, researching, designing and developing curricula. The education officer is the main linking person in the curriculum development activity.
- . Special curriculum committees are the main curriculum development vehicles through which the education officer works.
- . There is a clearly defined, but not prescriptive curriculum development model. Curricula are developed by well proven processes.
- . There appears to be a deliberate move to encapsulate curriculum development within a formalised procedure or curriculum model, which recognises the interaction of curriculum design, implementation and evaluation.
- . TAFE in Queensland is characterised by its strong liaison with the industries it serves. The liaison is both formal through consultative committees, and by informal means where lecturers are in constant contact with the industries with which they identify.
- . Formal structured information collection through surveys, visits and committees are the main means of ascertaining vocational educational/training needs of client groups, although this formal approach is supplemented by informal liaison.
- . Queensland TAFE is characterised by its strong commitment to pre-vocational education/training. This is a positive response to the perceived need to educate and train persons in the knowledge and skills area, relevant to industrial expansion and the demands of technological change.

RECOMMENDATIONS

- . That the Queensland Department of Education, through its Technical and Further Education Division, develop its proposed classification and nomenclature scheme in consultation with the other Australian States and Territories so that a uniform system of TAFE awards may be established.⁷
- . That the proposed curriculum development and course implementation model currently under design be approved and implemented.⁸
- . That consideration be given to devising procedures which will reduce any gap between the approved syllabus produced by the curriculum developers and the courses as received by students.⁹

Footnote 7: The Director-General of Education has approved a new Classification and Nomenclature Scheme for TAFE awards: TAFE FELLOWSHIP CERTIFICATE, TAFE CERTIFICATE, TAFE MASTERCRAFTSMAN AWARD, TAFE PRACTICES AWARD, TAFE TRADE AWARD, TAFE STATEMENTS, ATTAINMENT AND ATTENDANCE.

Footnote 8: A curriculum development and course implementation model is currently being piloted.

Footnote 9: As for Footnote 8.

ATTACHMENT 1INTRODUCTION

Technical and Further Education (TAFE) in Queensland is a necessary and desirable component of the education system of the whole state. It has an obligation to provide the widest access to education appropriate to the needs of the post-school community.

The self-fulfilment of individuals is a primary obligation of Technical and Further Education; however, TAFE also has regard to community needs and demands.

TAFE in Queensland offers courses to a great diversity of individual persons and groups in the community. These include courses for school leavers preparing for initial employment; for experienced workers at many different levels and in many different occupations; for those who have been unable to acquire an adequate standard of general education or a qualification; for those interested in purely enrichment programmes which may be unrelated to their occupations, but which enable them to lead more fulfilled and interesting lives.

PHILOSOPHY

The philosophy of TAFE in Queensland has as its major premise the belief that all people have an equal right to education - regardless of where they might live; what standard of formal schooling they might have achieved; what type of occupation they might have; their age; their sex; their race; their ethnic origin; their political and/or religious beliefs; any handicap, physical or mental or social, they might have; their ways of life and living.

This right to education continues throughout their lifetime and guarantees their entry to education whenever they feel the need for it. For this right to lifelong learning to have meaning, firstly, equality of access must be provided and individual differences (in education, temperament, interests, desires, etc.) catered for; and, secondly, the community must be fully aware of the facilities and opportunities available through TAFE.

Learning is an activity which can be a means to an end or an end in itself. Whether it is purely vocational, purely enrichment, or both in nature, it can lead to self-fulfilment. An important endeavour for TAFE in Queensland is to encourage an acceptance of this concept of learning throughout the community.

In order to provide these opportunities for the self-fulfilment of many different people, a wide variety of flexible learning programmes must be available, whether the purpose is purely vocational, purely for enrichment or a combination of both. These learning programmes, responsive as they are to individual and community demands, require equal recognition. Just as the needs and/or desires of one person or

ATTACHMENT 1 CONT'D

group cannot be seen as more or less important than the needs and/or desires of any other person or group, so too no one course is intrinsically superior to any other, nor worthy of more esteem.

Throughout their lives, people's needs and desires are in a constant process of change, usually gradual, but sometimes dramatic and abrupt. TAFE in Queensland recognises and accepts the need to cater for these changing needs and desires by making possible the continuance and discontinuance of learning, without penalty or censure.

TAFE in Queensland recognises the right and, indeed, responsibility of individual members of the community to not only influence decisions which affect themselves, but also to participate actively in the decision-making process. Such participation must also make TAFE more responsive to the changing needs and desires of the community.

TAFE in Queensland recognises its responsibility to be accountable to the community in two ways: firstly, to the community as a whole for the proper use of finances and other resources entrusted to TAFE; and, secondly, to the individual learner for the educational quality of the various programmes offered. Each person has the right to learn in the way most effective for that person.

AIM

The philosophy of TAFE in Queensland is expressed in the following aim:

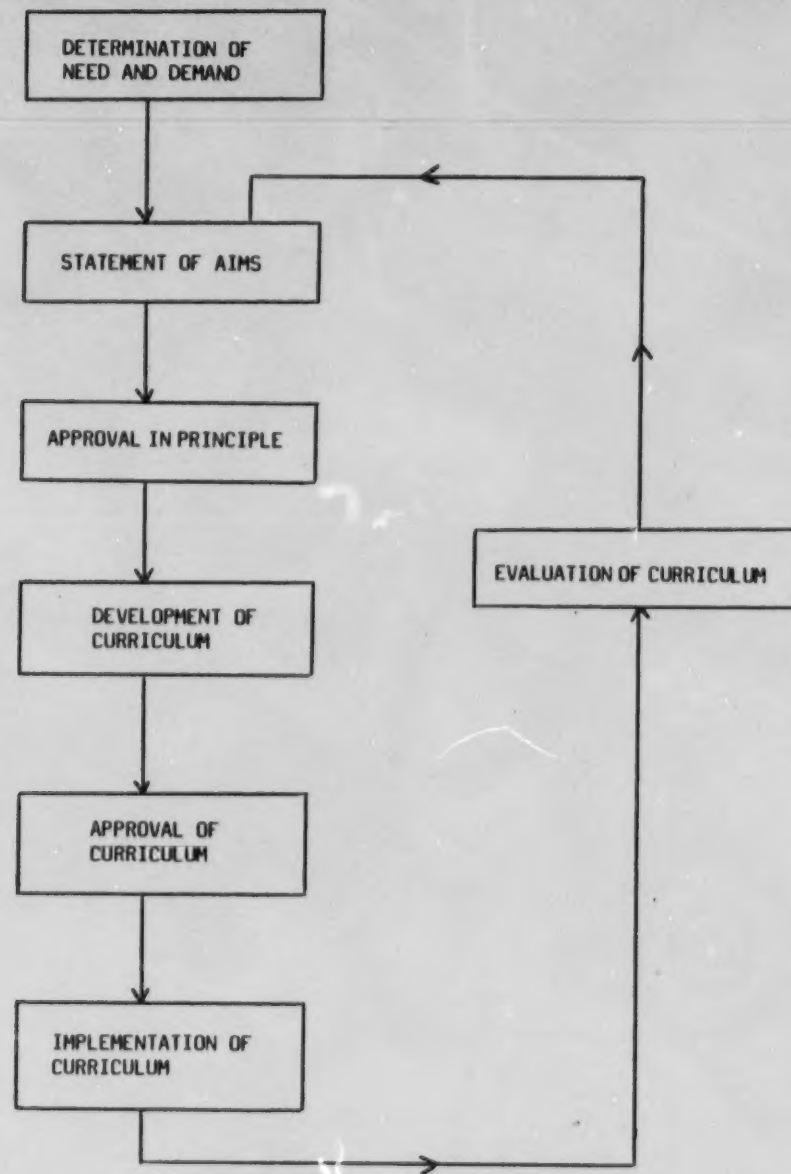
to promote and provide opportunities for learning which will satisfy the existing and emerging technical and further educational needs of all individuals in the post-school community.

In particular, the aim of TAFE in Queensland is to:

1. provide for, and encourage, the wide participation of the post-school community in learning, irrespective of geographical location, previous education, employment status, age, sex, race, ethnic origin, beliefs, handicaps or personal circumstance;
2. enable such individuals to seek self-fulfilment by providing a wide range of flexible learning opportunities in response to changing needs and desires, whether related to vocational or enrichment purposes;
3. encourage such individuals to value learning, and to provide opportunities for them to continue learning throughout their lives, whenever, and as often as, they perceive a need to do so;

ATTACHMENT 1 CONT'D

4. encourage and provide opportunities for the wide participation of the community in the decision-making processes of TAFE in Queensland;
5. be accountable to both the community and the individual learner for the educational outcomes, and the ways in which they are achieved.



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BRIEF FLOWSHEET OF THE CURRICULUM PROCESS¹⁰

336

Footnote 10: This model has been expanded.

PROGRAMME DEVELOPMENT IN TAFE ¹¹

Combination of the following Sections

conception and efforts

- . Curriculum Branch
- . Material Resource (EQUIPMENT) Reception
- . Staff Recruitment

STAGE

NEED



ANALYSIS

PRELIMINARY
DESIGNANALYSIS OF
IMPLICATIONSAPPROVAL IN
PRINCIPLEACTIVITYManpower planning - identify and
define need and demand for training
in an occupation.Occupational Analysis

- 1.1 General characteristics and tasks
- 1.2 Skills inventory

Educational Programme structure

1. Building requirements
2. Support materials requirement
3. Equipment requirements
4. Staff requirements
5. Cost Analysis

Approval in Principle

MAJOR
PARTIESINVOLVEDICTC and/or
OB and/or
CB and/or
RMB and/or
COLL

- 1.1 ICTC, CB (CAC) COLL
- 1.2 CB (CAC) COL

1. BA CB (Adv.)
2. RMC CB (Adv.)
3. EQUIP, RMC
4. SB CB (Adv.)
5. RMB

DT and/or DE
and/or DGE
and/or ICTC

Footnote 11: Now revised, see FIGURE 4.

ATTACHMENT 2 CONT'D

FINAL
DESIGNFORMAL
APPROVALFORMAL
ADVICES

IMPLEMENTATION

1. Development of course based on occupations analysis and other education considerations.
2. Determination of assessment methods.
3. Develop assessment procedures (and/or instruments).
4. Determine optimum instructional method.
5. Determine optimum human and material resources requirements.
6. Ascertain or develop learning resources.
7. Implement Staff Recruitment programme at appropriate time.

1. CB
2. CB (CC) and/or COLL
3. CB (CC) and/or COLL
4. CB (CC) SC, COLL
6. RMC
7. SB

Programme approval

DT/DGE

MASTER CURRICULUM DOCUMENT

- Advise OB, COLL, RMB, SB, EQUIP. of programme approval and requirements.

CB

- A.
1. Invite/advise Colleges to implement the programme.
 2. Approval to conduct those college programmes substantially meeting curriculum, material, staffing requirements.
 3. Provision of human resources deemed necessary.
 4. Provision of material resources deemed necessary.
 5. Implement instructional programme etc. and respond to college requests for assistance at all stages.
 6. Provision of further human resources.
 7. Provision of further material resources.

1. OB & CB
2. DT on advice from CB
3. OB, SB, SD, CB (Adv.)
4. OB, BA, EQUIP CB (Adv.)
5. COLL, OB, CB
6. OB, SB
7. OB, EQUIP, BA

- B.
1. Assess student competency.
 2. Record student competency.
 3. Assess staff competency.

1. COLL
2. COLL, ES
3. COLL, SD

↓
EVALUATION

↓
VALIDATION

ATTACHMENT 2 CONT'D

1. Evaluate college assessment programme.
2. Evaluate overall programme.
3. Feedback to COLL, BA, EQUIP, SB.

1. CB & COLL
2. CB
3. CB

1. Compare performance in community, at work, with components of educational programme.
2. Follow up graduates to compare overall performance with the total educational programme.

1. CB, COLL, ICTC
2. ICTC, CB & COLL

LEGEND

BA	Building and Accommodation Section
COLL	College
CB	TAFE Curriculum Branch
CB (Adv.)	TAFE Curriculum Branch in an advisory capacity only
CAC	Curriculum Advisory Committee
DE	Divisional Executive
DGE	Director General of Education
DT	Director of TAFE
EQUIP	Equipment Section
ES	Examination Section
ICTC	Industry and Commerce Training Commission
OB	Operations Branch
RMB	Resource Management Branch
RMC	State Resource Material Centre for TAFE
SB	Staffing Branch
SD	Staff Development

ATTACHMENT 3

CHECK LIST FOR COURSE CO-ORDINATORS (EOs)
WHEN DEVELOPING COURSES

1. PROPOSAL (Initial Investigation)

- 1.1 Origin of the proposal?
- 1.2 Reasons for the proposal?
- 1.3 Who will the students be (target group, or clients)?
- 1.4 What is the relationship between the proposed course and others within TAFE or elsewhere? With the course be new or a revision?
- 1.5 What expertise or information is there to do or assist with development?
 - . in Curriculum and Evaluation Section
 - . in other sections of Technical Education Branch
 - . colleges - teachers and administration
 - . employers
 - . employees
 - . group apprenticeship committees
 - . professional associations
 - . community experts
 - . other institutions offering the same or similar courses here and in other states
 - . recent students
- 1.6 Does the course fit with the philosophy of particular college/s?
- 1.7 What priority does the proposal have?

ACTION 1

- 1.1 *Decision to proceed.*
- 1.2 *Appointment of course developer.*

2. COURSE/SUBJECT ANALYSIS

ACTION 2

- 2.1 *Formation of a course/subject development committee.*
- 2.2 *Survey of needs (skills) and manpower requirements?*

- 2.1 What kind of course is required (stream, field)?
- 2.2 What accreditation is required (licensing)?

ACTION 2

2.3 *Draw up aims and objectives for course/subject.*

- 2.3 What course/subject structure is most desirable? Why?
- 2.4 Are there particular entry or employment requirements?
- 2.5 Are there particular assessment procedures to be followed?
- 2.6 To what extent is the course terminal? How does it fit into an educational scheme?
- 2.7 What is required for entry to the next stage?
- 2.8 What are the implications for TCS?
- 2.9 Should the course be piloted? Why?
- 2.10 What central control is required?

3. COURSE/SUBJECT DESIGN

- 3.1 What content is required?
- 3.2 Are there to be electives?
- 3.3 What style of syllabus presentation is most suitable? (e.g. terminal objectives)
- 3.4 How much detail do teachers require?
- 3.5 How is the course to be organized?
 - . lock-step
 - . modular
 - . integrated
 - . sandwich.
- 3.6 Are there requirements for work experience or work observation?
- 3.7 What supporting documentation will be required by teachers?
- 3.8 What equipment or tools are required?
- 3.9 What materials are required?
- 3.10 What learning resources/aides are available to support the course/subject?
- 3.11 What learning resources/aides need to be developed to support the course/subject?

ATTACHMENT 3 CONT'D

- 3.12 Can these be developed locally or do they require higher quality central production?
- 3.13 What type of accommodation is required? (See 3.8)
- 3.14 What colleges, is it proposed, should offer course/subject initially? Which ones subsequently?
- 3.15 What subject expertise/qualifications is/are required by teachers?
- 3.16 Is a staff recruitment program necessary?
- 3.17 Is an inservice program necessary?
- 3.18 Are administrative or support staff required?
- 3.19 Is assessment to be centrally controlled/college based?
- 3.20 Are certain assessment procedures necessary/recommended?
- 3.21 Are there any suggested or required subject/topic weightings for assessment?

ACTION 3

- 3.1 Prepare and submit draft of syllabus to senior curriculum officers for approval.
- 3.2 Select and record title and course/subject numbers.
- 3.3 After approval from senior curriculum officers prepare minute for DTE and DGE/ and Executive Council. Information in syllabus documents should be supported where required by:
 - . previous information of this or a related course
 - . why amendments need to be made to an existing course/subject
 - . industries which will utilise the course/subject
 - . target population or students who will benefit from the course
 - . employment prospects of graduates from the course
 - . accreditation/licensing requirements
 - . prerequisites for entry
 - . exemptions that can be given
 - . length of course (in hours) and minimum and maximum completion times
 - . attendance requirements (full-time evening, number of nights per week)
 - . effects upon other courses
 - . a brief indication of subject areas covered (if not already indicated through description of vocational prospects)
 - . an itemisation of staff and equipment changes of a major nature
 - . any other major expenditure (e.g. seminars, etc.)
- 3.4 Notify the relevant Technical Education Branch section of progress.

4. IMPLEMENTATION

- 4.1 What Curriculum Section involvement is required in implementing the course/subject?
- 4.2 What Curriculum Section involvement is required in staff selection?
- 4.3 What Curriculum Section involvement is required in equipment/materials selection?
- 4.4 Is a seminar approved/required? What steps are necessary to organise?
- 4.5 What steps are required to publicise course/subject to clients/TAFE?

5. EVALUATION AND REVIEW

- 5.1 What course subject evaluation is recommended for curriculum development (i.e. formative evaluation)?
- 5.2 What evaluation is recommended for feedback to decision-makers (i.e. summative evaluation, particularly for pilot courses).
- 5.3 How soon/when should reviews be made to course/subject committee to monitor the course?

DEPARTMENT OF EDUCATION, QLD,
DIVISION OF TECHNICAL & FURTHER EDUCATION

TEACHER'S COPY

COLLEGE BASED ASSESSMENT OF STUDENTS
(C-BAS)

COLLEGE BASED ASSESSMENT OF STUDENTS (C-BAS)

Issued 1/11/80

1. In 1978 the system of student assessment was partly decentralised to colleges. Since then student assessment has been further decentralised and colleges are being supported in their assessment by a system of evaluation of assessment instruments. The scheme requires college commitment in three (3) areas:
 - (a) *devising student assessment methods,*
 - (b) *assessment of students,*
 - (c) *co-operating with Curriculum Section in a system to maintain assessment standards. This will require orderly and regular sampling of assessment instruments for evaluation by education officers.*

It is intended that C-BAS will provide greater autonomy to colleges and teachers in the assessment of students, while simultaneously allowing education officers in Curriculum Section the opportunity to more effectively evaluate the various assessment instruments being used both within and between colleges.

2. Devising Assessment Methods and Assessing Students. This will require the following commitment from colleges:

- (a) Broadly speaking, all assessable (examinable) subjects falling wholly within:
 - (i) first semester;
 - (ii) second semester/whole-of-year;will automatically be included in C-BAS and will be assessed internally within colleges. There will be some exceptions to the above which will be those subjects which:
 - (i) are offered at so many colleges that it is uneconomic for multiple assessment instruments to be used;
 - (ii) relate to exemptions at other institutions;
 - (iii) are required for licensing purposes.

For these exceptions, examination papers or other assessment instruments will be provided through the central examination system, or banks of questions will be provided by Curriculum Section to be used by colleges in compiling examination papers. A list of such subjects and method of assessment forms Appendix A to this document.

ATTACHMENT 4 CONT'D

This list will be reviewed periodically. For those subjects where a number of institutions are involved, it is suggested that they liaise in the preparation of the necessary internal assessment instruments.

- (b) For those subjects offered by Technical Correspondence School, which cannot be internally assessed and do not appear in the list of centrally assessed subjects, Technical Correspondence School should:
 - (i) arrange for examiners to prepare assessment instruments, to a satisfactory standard;
 - (ii) provide sufficient numbers of examination papers or other assessment instruments, to Examination Section who will handle arrangements for centres, distribution etc. and so on.

3. Maintenance of Assessment Standards. This will involve colleges as follows:

- (a) Individual colleges are expected to implement an internal system which ensures that assessment is effective and standards are maintained.
- (b) Curriculum Section will, according to a sampling system, select subjects (both examinable and assessed by other means), that come within C-BAS, to be evaluated with respect to their overall suitability, adherence to the approved syllabus, comparability between colleges etc.

This evaluation will be performed each semester for selected subjects of the preceeding examination period (semester or whole-of-year). Principals of all colleges that offered the selected subjects for that particular semester/whole-of-year will be requested to submit one copy of the examination paper or other assessment instruments and marking schedule plus copies of any complementary assessment, e.g. assignments, to Curriculum Section.

Approximately 5% of the subjects in which enrolments were recorded will be selected for evaluation. Selection will normally be on a random basis with replacement each semester. Subjects which are of particular interest because they are new, innovative, or the subject of complaints may also be selected.

It will be necessary for Principals to ensure that copies of all examination papers etc. are held for possible submission. It is suggested that all assessment material be compiled into book form, for filing purposes, for each semester/whole-of-year.

ATTACHMENT 4 CONT'D

- (c) For each subject coming within C-BAS, worked examination papers should be retained in the college until the following dates:
- (i) 1st semester - 31st December following the examination
 - (ii) 2nd semester/whole-of-year - 30th June following the examination, after which they may be destroyed by the usual manner.

In some cases, worked student papers may also be requested up to the dates when they may be destroyed.

- (d) In addition to 3(a), Curriculum Section will request the submission of examination papers etc. for another group of selected subjects each semester. These examination papers or other assessment instruments will be duplicated and forwarded to each college offering the various subjects to provide the opportunity for objective comparisons and comments to be made by teachers within the colleges.

The number of subjects chosen for this peer evaluation will be approximately 5% of the number of subjects conducted in two or more colleges. The selection criteria is the same as for the subjects called up for detailed evaluation as in paragraph 3(b).

- (e) C-BAS will rely on principles similar to those used in auditing. That is, in lieu of annually perusing all examination papers before they are conducted, papers will be sampled and evaluated after they have been conducted. In a small number of cases, e.g. where uniformity across colleges is necessary, some papers may still be requested for perusal ahead of the examination.

4. If Memoranda of Results are to be issued at the end of a semester, the student enrolment form must clearly show that the subject will be completed in that semester and the Examiners Return must reach the Examinations Section by the prescribed date.
5. It is the responsibility of each individual college Principal to ensure that appropriate special materials are available for students, in all subjects coming within C-BAS except those which appear in the list of centrally assessed subjects, in order that they can attempt the examination. In the case of the centrally assessed subjects, these special materials will be supplied from the Examinations Branch.

In previous years, the Division has supplied items such as mathematical tables when required for use at examinations, but in future these items will be supplied by the candidate. Similarly it is intended that the candidate should provide himself with appropriate rules, codes, regulations, acts, etc. where these are required for the examination.

Material which cannot reasonably be expected to be provided by the candidate, such as special tables, graph paper, ledger and journal paper, and special diagrams, will be supplied by the Department.

ATTACHMENT 4 CONT'D

6. In order to maximise the utilisation of examinations and to ensure security, it is essential that those subjects which are offered in a number of colleges have the same examination date. It is therefore important that the timetable in the Handbook be adopted for the examination of those subjects which fall into this category.
7. Where a college or Technical Correspondence School has any doubt, or sees difficulty in assessing a subject, then the matter should be referred to Curriculum Section so that the subject can be considered for possible inclusion in the central system when the list is next reviewed.
8. It is intended that Curriculum Section will co-ordinate the preparation of the examination papers or other assessment instruments for the centrally assessed subjects in the semester preceding the period when they will be attempted by students, e.g. Curriculum Section will prepare during Semester II - 1981 the examination papers etc. for Semester I - 1982.
9. Where a college is to internally assess a subject and does not hold suitable past papers etc., a statement of examination format will be provided, on request, by Curriculum Section.
10. With the introduction of C-BAS, many examination papers will be prepared within colleges. The following guidelines will apply with respect to payment for the preparation of examination papers:
 - (i) As a general rule, it will be expected that full-time teaching staff (individually or as a panel) will prepare examination paper manuscripts within normal duty hours. However, if a teacher or the panel has an abnormal teaching load and if, in the opinion of the Principal, the preparation of the examination would overcommit that teacher or panel, then, in this case, the Principal should arrange for the teacher or panel to set the paper in his/her own time, and a voucher for payment, signed by the Principal should be submitted to Examination Section with the paper.
 - (ii) A voucher for payment, signed by the Principal, should be submitted to Examination Section for papers prepared by part-time teachers, except for those teachers who are receiving the combined part-time rate for teaching duties.
11. Commencing Block 1, 1981, apprenticeship subjects will be included in the evaluation processes as described in paragraph 3.
12. Where subjects do not appear in Appendix A or Appendix B, and the method of subject assessment is not specified in the syllabus document or in memoranda then the method of assessment is at the discretion of the College Principal.

SUMMARY

In conclusion, the essential features of C-BAS are:

- (a) The majority of assessable subjects are assessed internally within colleges. The Principal is responsible for:
 - (i) ensuring that assessment is effective and standards are maintained,
 - (ii) the actual preparation and production of the various assessment instruments.
- (b) Curriculum Section co-ordinates a system of evaluation of assessment instruments with respect to their overall suitability, adherence to the approved syllabus, comparability between colleges etc. by:
 - (i) requesting the submission of examination papers and/or other assessment instruments for randomly selected subjects, each semester for an evaluation by Curriculum Officers,
 - (ii) distributing the examination papers etc., for another group of selected subjects, each semester to each college offering the various subjects to provide the opportunity for objective comparisons and comments to be made by teachers within the colleges. This peer evaluation also provides a method of information exchange between colleges.
- (c) A list of centrally assessable subjects has been compiled and subjects which are included in this list are centrally assessed.

It is hoped that college staff will share the feelings of Curriculum Section Officers in finding the new scheme less intrusive into the individual teacher's professional responsibilities and that it will be accepted as a means by which necessary maintenance of standards can be achieved in a co-operative atmosphere.

SOUTH AUSTRALIA
TECHNICAL AND FURTHER EDUCATION

AN OVERVIEW

Technical and Further Education in South Australia is administered as a separate Department under the authority of the Director-General of Further Education, who is responsible to the Minister of Education in the South Australian Government. This section of the Minister's administration operates under the Further Education Act. All of the Department of Further Education (DFE) permanent Head Office staff and college ancillary staff are subject to the regulations under the Public Service Act for conditions of employment, while the teaching staff of the Department's Colleges of Further Education, Community Colleges and other TAFE teaching institutions, operate under the regulations of the Further Education Act.

The Department's education philosophy is in line with the general TAFE philosophy expressed in the range of reports on TAFE in recent years, e.g. the ACOTAFE and the Williams Reports. The four basic principles of: recurrent education, open access, community involvement and quality of education form the foundation of TAFE programmes offered by the Department.

The Department of Further Education in South Australia is a centralised co-ordinated system where a hierarchically structured Head Office co-ordinates the educational activities of twenty nine institutions in the metropolitan area and country districts.

The central Head Office provides a range of support services through a number of other Directorates. (See simplified version of the structure of the DFE Head Office in Figure 1.)¹

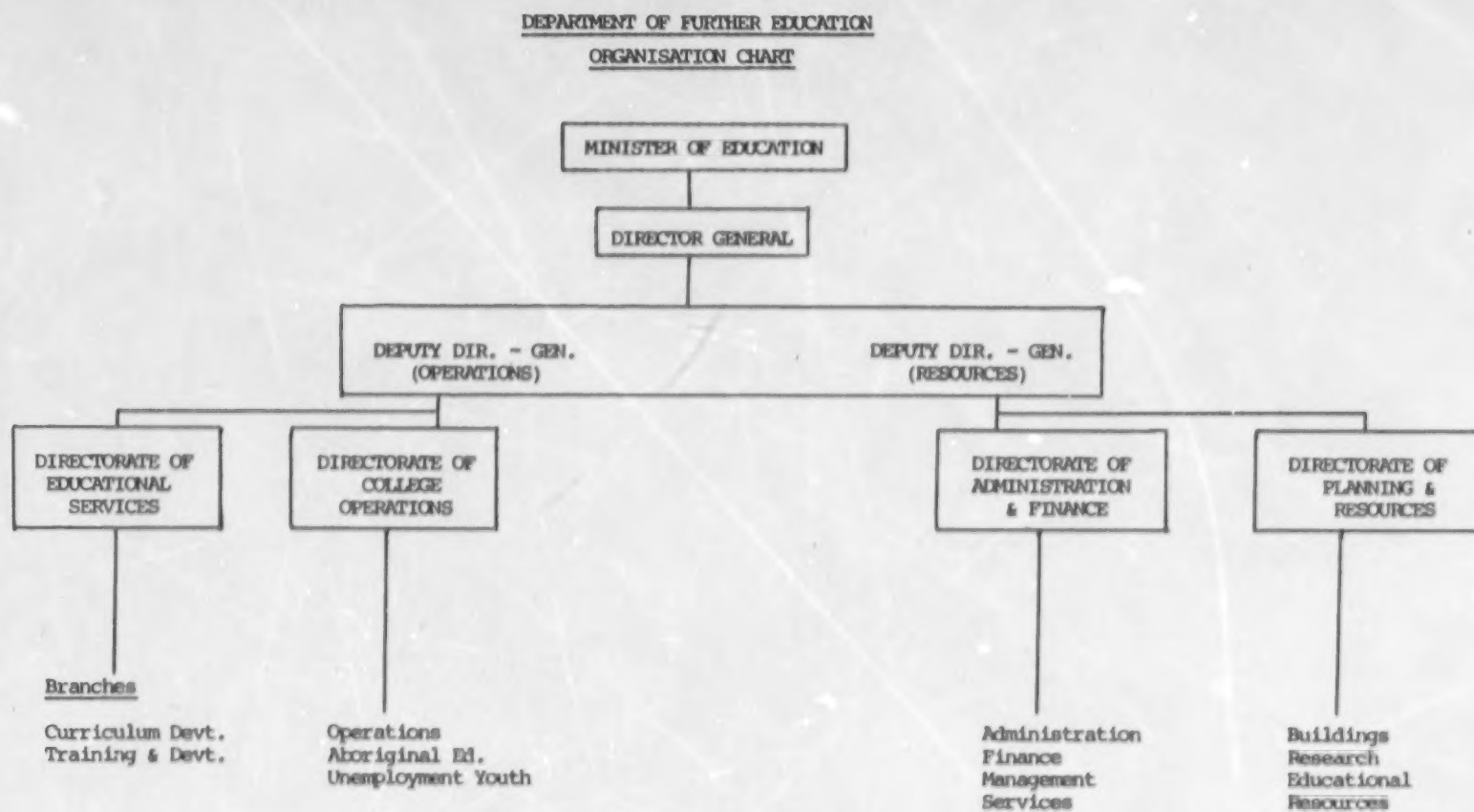
The Department of Further Education, along with the Education Department of South Australia, is currently undergoing a State Government initiated enquiry (Keeves Enquiry) and the findings may result in some recommendations affecting the current structure.^{1a}

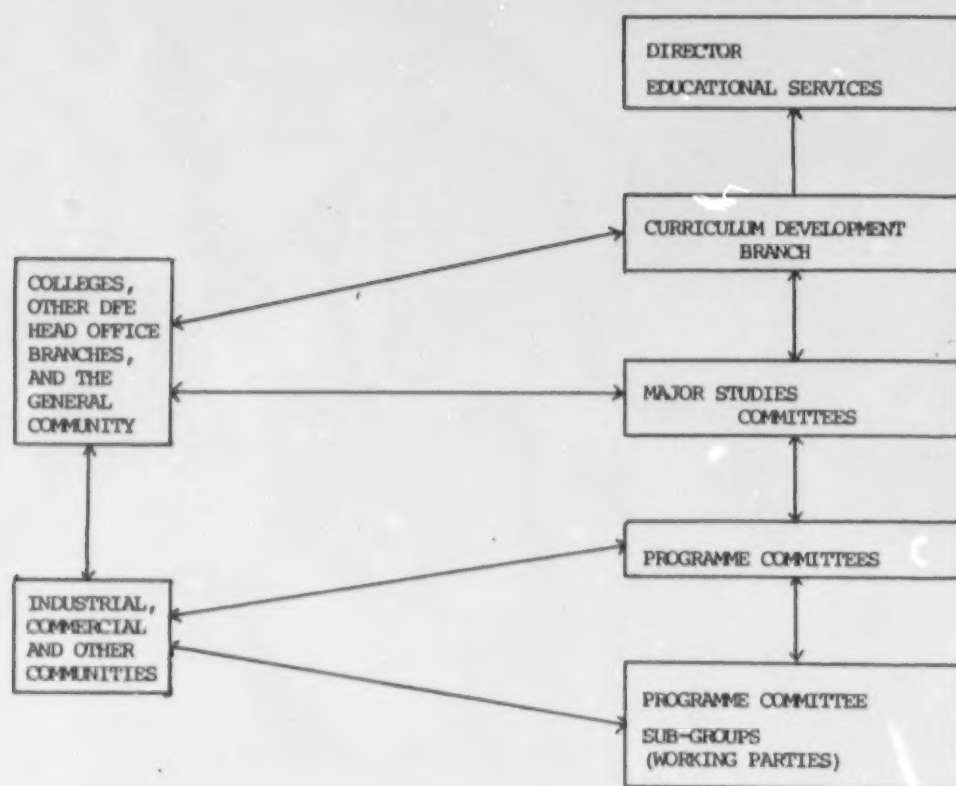
The Department's support Branches closely associated with curriculum development processes are: Curriculum Development, Research, Educational Resources and Training and Development. Each support branch is headed by a branch superintendent.²

Footnote 1 : The current Head Office structure of the South Australian Department of Further Education now includes only one Deputy Director-General.

Footnote 1a : The first Report of Keeves Enquiry has recommended to the Government that the Department of Further Education remain a separate Government Department.

Footnote 2 : A general Departmental Corporate Plan has been recently established. A Corporate Management Committee has also been set up and consists of: the four Directors and the Deputy Director-General. The role of the Corporate Management Committee is to implement the Corporate Plan and provide essential co-ordination between the service elements of the Head Office of the Department.



CURRICULUM DEVELOPMENT BRANCH (RELATIONSHIP WITH CURRICULUM COMMITTEE SYSTEM)

The College Operations Directorate is responsible for the general management of college operations including personnel functions related to teaching staff. The Directorate is also responsible for the review of the implementation and location of courses, particularly in relation to Departmental priorities. The Director of College Operations is assisted by three regional superintendents and their subordinate principal education officers.

The Educational Services Directorate includes the Curriculum Development and Training and Development Branches of the Department. The Curriculum Development Branch, through its Curriculum Committee System, supports and controls the greater part of the curriculum development of new and revised courses within the Department.

In the area of major curriculum review of existing courses the Curriculum Development Branch and the Applied Educational Research Section of the Research Branch, work in close collaboration. Similarly, the Curriculum Development Branch has curriculum development links with the colleges due to college staff membership on the curriculum committees.

The Training and Development Branch links with curriculum development through staff development programmes, both within its own Training Centre, and through college based staff development programmes. The Branch also gives a staff development service to the State Public Service.

The Planning and Resources Directorate comprises the Research, Buildings and Educational Resources Branches of the Department. Each branch plays an important support role to the curriculum development function of the DFE. The Research Branch, through its specialised sections, carries out a variety of services which include: applied educational research (evaluation of courses, industrial surveys, in-depth course reviews in conjunction with the CD Branch, special projects and a TAFE Clearinghouse service); demographic surveys and the preparation of educational planning briefs; social research; and statistical data collection and collation. The Buildings Branch plans and controls major capital works and minor works programmes. The Educational Resources Branch gives a strong support service to curriculum development through the researching, planning, designing and effecting of educational technology programmes (audio visual hardware and software), methods of delivery and other library resource services.

The Director-General, the Deputy Director-General (Resources) and the Deputy Director-General (Operations)* form the top decision making group of the Department, designated as the Directorate-General. The Directorate-General, together with the Directors of Educational Services, College Operations, Administration and Finance and Planning and Resources, a superintendent member and a college principal member, form the main policy making group, which is the Department's Executive.

* Refer to Footnote 1 on page 153.

Similarly to TAFE Departments and Divisions in the other Australian States the DFE is developing a master strategy plan for TAFE in South Australia through its Planning Committee, which is chaired by the Director of Planning and Resources and has college and Head Office representation. The Planning Committee has a major interest in the curriculum development activities of the Department and has a close association with the Curriculum Development Branch and the Curriculum Committee System of the Department.

All of the support branches of the Department play a part according to their support service in the general curriculum development activity, whether it be a major review of an existing course or the development of a new educational programme. However, the Curriculum Development Branch is central to all curriculum matters within the Department.

The Department's educational programmes are categorised under three headings:

- a. Technical Studies, which includes the apprentice trade courses and other vocational programmes relating to industry in general.
- b. Business Studies which takes in a wide range of vocational courses related to business and commerce, and
- c. General Studies comprises, in the main, non-vocational programmes which may be classed as leisure or enrichment studies.

However, some vocational programmes are also included in this category.

Technical and Business Studies areas have courses of varying length, which range from TAFEC Stream 1 to 6, while General Studies is largely TAFEC study stream 6 (non-vocational/leisure), but may also include some vocational courses in the other TAFEC streams of study, e.g. Welfare and Child Care.³

Much of the service of the Branch is provided through a system of curriculum committees. There are major studies committees in the three main studies areas of: Business, Technical and General. The primary functions of these major studies committees are the establishment of overall curriculum priorities and advice on general curriculum policy. They consist of a number of college managers (heads and deputy heads of school), representatives from the Operations and Resources Directorates of Head Office, along with other college staff and are chaired by the principal education officer responsible for one of the three major study areas.

Associated with each of the major studies committees are programme committees. The primary functions of these committees are to advise the Department on the future curriculum needs of relevant industries and communities, and to oversee and in particular plan the curriculum development process. Each committee consists of personnel representing the community being served, members of other education sectors where appropriate, and staff of the teaching institutions of the DFE.

Footnote 3: Currently sixteen study areas have been identified as a refinement on the TAFEC Fields of Study and are under consideration as a focus for Departmental wide course planning.

Under the general heading of technical studies, programme committees are established to include: mechanical engineering, electrical, electronics, carpentry and joinery, furnishing, automotive engineering, rural studies, timber and forestry, hairdressing and health surveying. For the study area of business studies: banking and accounting, insurance, commercial studies, real estate, data processing, managerial studies and landbroking. For the study area of general studies: language, special education, home economics, arts and crafts, music and child care. Working parties, which are non-standing sub-groups of the programme committees, are set up mainly to establish curriculum data base and to develop courses or refine aspects of them. (See diagram of the Curriculum Branch's relationships with the Curriculum Committee System. The attachments section accompanying the overview.)

Working in close association with the Curriculum Development Branch and the Curriculum Committee System is the Research Branch, which consists of four sections: Planning, Social Research and Review, Statistics and Applied Educational Research. Each section is structured to be headed by a principal education officer.

Although all four sections of the Research Branch play important roles in the overall effectiveness of the DFE in its reaction to the post-secondary education/training needs of industry, commerce and the community in general, the Applied Educational Research Section (AER) is perhaps most closely related to the curriculum development process(es).

The AER Section has a major responsibility in mounting evaluation programmes of major and minor reviews of existing TAFE courses and in providing accurate research data for the planning, designing and the curriculum development of new programmes. The AER evaluates, by using proven and effective criteria with a view to provide valid data for decision making purposes.

In carrying out major research, review and evaluation project work, the AER adheres to four commonly accepted standards:

- . feasibility - the project specification must not set impossible requirements;
- . usefulness - the project must be useful to designated client groups and these uses must be written into the specification;
- . probity - due ethical standards must be maintained. Again the project specification must contain ethical safeguards;
- . technical quality - standards of technical research must be sufficiently high to produce valid findings for decisions to be made and for confirmation of action previously taken.

In general, a context-input-process-product approach is followed for review and evaluation. The data base formed for context, input, process and product questions is used to confirm actions already taken or to provide justification for courses of action required to improve quality of courses on delivery. Most of the research carried out by the AER Section is confined to survey type activity, except when particular educational research questions are asked.

Although a flexible approach to setting methodologies is used, a pattern of methodologies has emerged:

- . identification of 'specific' and 'allied' vocational areas - Projects in this category, require that an occupation x industry analysis be made of a given section of industry or a particular occupation(s) or some combination of industry and occupation;
- . establishing or verifying need and demand - Once details of the particular vocational area are known, selected manpower components can be considered in terms of their need for education and training;*

The first step taken is to analyse the occupational duties required for a designated vocational area. The next and probably the most important step is to identify those occupational duties requiring education and/or training outside of industry resources and within TAFE college resources. Once these two vital questions are answered, either by survey or by some other method, other less important, but nevertheless significant questions, can be addressed, e.g. location of education/training, type of student assessment, specialism of lecturers, type of attendance pattern, and the magnitude of the demand;

- . planning and developing a syllabus - This involves setting up a matrix of occupational duties against the parameters surveyed which is used as a basic chart for developing a syllabus in that the syllabus statements can be justified in terms of data shown on the matrix;
- . evaluation of the effectiveness of courses - The major areas of concern for such evaluations are:
 - . course content,
 - . teaching,
 - . learning/teaching materials,
 - . student assessment;
- . evaluation of the effectiveness of delivery of the course:
 - . administrative activities (planning, development, implementation, operation),
 - . management and organisational structure,
 - . community response to the course.

* The role of the Planning Section of the Research Branch is increasing in this area with the move to Programme Performance Budgeting.

The AER Section carries out minor evaluation/research projects according to the general pattern described above for major projects.

Because of its investigatory and research roles, the AER Section has a special and close working relationship with the Curriculum Branch and the Curriculum Committee System of the Department. The close working association which exists between applied educational research and the curriculum development processes has been recognised in most TAFE authorities in the Australian States and Territories by having the two functions in close proximity to each other to the point where research data can be fed quickly into planning, development and review activities. The combination of the two functions into a closely related operation is a rational approach, which makes for greater efficiency in the curriculum research and development process.

Curriculum programme committees of the Technical Studies area communicate with the Advisory Trade Committees of the Apprenticeship Commission; often there are cross linking memberships. Currently there is a bill being prepared for Parliament proposing to set up an Industrial and Commercial Training Commission, which will subsume the present Apprenticeship Commission and cover a much wider field in the training of persons for commerce and industry. The new Commission will continue to make use of advisory committees.

The recognition of an educational need by the DFE may take place in a number of ways: through the Curriculum Committee System, through the superintendent of the Curriculum Branch, inputs to the college councils, college based committees, advisory committees of the Apprenticeship Commission, heads of schools within colleges, and by individual teaching staff with close contacts with industry.

The DFE has a dual approach to curriculum development. Firstly all courses leading to a formal award must be approved by the Director-General of Further Education through the formal channels of the Head Office structure, e.g. the Curriculum Committee System and the superintendent of the Curriculum Development Branch and then on through line management to the Director-General of Further Education. Secondly college principals have the authority to approve the educational content and implementation of courses not leading to a formal award. (Refer to attachments section for DFE course approval procedures.) Curriculum development in South Australia is approached in a flexible manner although a simple curriculum model exists for the guidance of curriculum developers, especially the curriculum development of courses leading to formal awards. Moreover, the Curriculum Development Branch has established a series of guideline papers on:

- . the responsibilities and powers of the curriculum committees,
- . course approval procedures,
- . course development and review processes,

- . course documentation, and
- . a proposed system for the classification and nomenclature of TAFE courses in South Australia.

These papers are guidelines only and the need for some flexibility in the light of special circumstances is expressed.

Notwithstanding what has been written above, the evolution of the curriculum development processes within the DFE is towards a 'firming up', especially in the documentation of new and revised major courses being submitted for final approval and/or accreditation. Curriculum developers (syllabus sub-committees of programme committees) have developed syllabuses according to the special characteristics of the study area and the circumstances surrounding the proposal, consequently curriculum documentation has varied in form and this aspect is evident from the case studies listed.

The philosophy of the Curriculum Branch is that it exists to facilitate the processes of curriculum development through the curriculum committee system, which the Branch strongly supports and utilises.

Courses which have been developed within a college and do not lead to a formal award (usually under 100 hours duration) and have had their content approved by the college principal, are forwarded to the Curriculum Branch for recording and feedback, and to the Research Branch for coding and recording. The curriculum development processes of courses leading to formal awards, involving either new certificates or major reviews of existing certificate courses, now begins with the proposal being examined by the appropriate curriculum programme committee.⁴

Often the programme committees will initiate proposals for new or revised courses. The recognition of the need for major reviews lies within the charter of the programme committees. Unlike TAFE Departments/Divisions in some of the other Australian States the South Australian Department of Further Education does not have a formalised major review programme or policy based on a time scale. However, representatives of the Curriculum Branch and the Applied Educational Research Section of the Research Branch are currently discussing such a proposal. Moreover, the Applied Educational Research PEO, in consultation with the superintendents of the Research and Curriculum Branches, and the appropriate major studies committee draws up a course review and evaluation programme each year. The criteria for the design of the programme is established from the ongoing inputs on educational needs from a number of sources: the programme committees, the colleges, trade advisory committees and other internal and external groups articulating the need for evaluation and review of courses.

Footnote 4: The Tertiary Education Authority of South Australia (TEASA) has legislative responsibility for the approval and accreditation of formal award courses (excluding those concerned with apprentice education) which are one year full-time (or part-time equivalent).

The programme committee establishes a preliminary estimate of the need and demand survey (if required). At this stage the Research Branch as well as the Department Planning Committee may become involved and the programme committee advises on the proposal. If the Director of Educational Services, usually through the Superintendent of the Curriculum Branch who is closely linked to the Curriculum Committee System, agrees that the proposal should proceed further, then an initial curriculum proposal is prepared by a working party of the relevant programme committee. The initial proposal document lists:

- . the estimate of the need and demand and how determined;
- . proposed aims;
- . approximate duration and a draft of the course schedule;
- . expected classification;
- . relation to existing courses within and outside the Department;
- . locations and proposed date of implementation;
- . and an estimate of existing and additional resources required.

Colleges involved with the proposal also endorse it before further progress of the document.

The proposal, now in the initial documented form described above, passes to the Curriculum Development Branch for checks on its educational content and is further checked by the appropriate major studies committee and relevant programme committee before receiving the approval of the Director of Educational Services to proceed further with the proposal. The proposal is then examined by the Deputy Director-Generals of Operations and Resources before being appraised by the Department's Planning Committee in light of the developing Master Strategy Plan of the Department. After all the preliminary checks the proposal is submitted to the Director-General of Further Education and/or the Executive of the Department for 'Approval in Principle'.

A course may also require the provisional approval of the Tertiary Education Authority of South Australia (TEASA), which is the statutory accrediting body for post secondary courses in South Australia. TEASA has the responsibility for accreditation of courses of one year full time (or part time equivalent) or longer, excepting courses associated with the education and training of apprentices

(basic trade, post trade and pre-apprentice). For formal awards less than one year full time, the Director-General of Further Education is the accreditor.

Following the approval in principle the programme committee has the responsibility for the further curriculum development of the proposal, which it usually carries out by giving guidelines for action to an 'ad hoc' working party (syllabus sub-group), which usually consists of the subject area experts in the colleges with some client group representation. The sub-group has the power to co-opt further persons to assist it in its task of developing the course syllabus within the guidelines set down by its programme committee. Where college staff have worked in conjunction with the Research Branch in conducting an industrial survey, every attempt is made to include them in curriculum sub-groups (working parties).

The final curriculum proposal consists of four components:

- . analysis of need and demand, development procedures and recommendations;
- . the syllabus document;
- . relationship with other programmes and institutions; and
- . educational services and resources required.

The final curriculum document is then reviewed by the curriculum committee system and the relevant colleges and is forwarded to the client professional associations and organisations for endorsement before being submitted through the line management of the DFE to the Director-General for final approval/accreditation. (See attachments section for a diagrammatic representation of the movement of proposal from the recognition of the need to its final approval.)

Once a new or revised course has received final approval, responsibility for its implementation and the maintenance of course standards lies with the Operations Directorate.

In the final analysis the maintenance of course standards is largely the responsibility of the individual lecturer. Formally the college principal takes the responsibility and is assisted in this by maintenance of standards mechanisms (including statewide co-ordinator) designed and drawn up by the programme committees in the first instance, e.g. good documentation, centrally set examinations, moderation panels, statewide co-ordinators, examination committees, liaison between schools and colleges, and staff development. These mechanisms

relate mainly to courses leading to formal awards which span two or more colleges.

The South Australian Department of Further Education does not have policy documents on formalised official assessment categories as exist in some TAFE authorities in other States e.g. the Department of Technical and Further Education in NSW. Assessment generally is left to the colleges, except in the instance of courses conducted in more than one institution, when the assessment mechanisms mentioned above operate.

The evaluation of courses, which by definition is taken to mean an assessment of the student learning outcomes as stipulated in the terminal objectives of the subject topics (units, modules), is a responsibility shared by the DFE Head Office and the colleges implementing the course concerned. Some formal evaluations of courses have been undertaken by the Applied Educational Research Section to supply a wider and more detailed data base.

The Curriculum Development Branch, mainly through the appropriate programme committee, keeps a watching brief on the effectiveness of the learning process although strictly this is an Operations Directorate function in the first instance.

Whether students are in fact achieving the terminal objectives set in the syllabus is ascertained by employer and student feedback, by moderation of the student achievement from within the college, by the senior staff concerned or external examiners, or by formal evaluation.

Senior staff of the learning institutions further aid the quality of the learning process by an ongoing monitoring of lesson preparation, ensuring that effective counselling takes place, by initiating in-service staff development programmes, and by encouraging staff to take advantage of the staff development programmes offered by the DFE Training and Development Branch. There are also mechanisms whereby evaluation of courses, especially during their piloting stage (if carried out), is undertaken by the Applied Educational Section of the DFE Research Branch.

Summary

Technical and further education in South Australia is conducted through the separate Department of Further Education under the general administration of the Minister of Education.

The Department of Further Education is a partner in the Tertiary Education System of South Australia and has the educational programmes co-ordinated by the Tertiary Education Authority of South Australia (TEASA).

A Director-General heads the Department and he is assisted by two Deputy Directors-General who together constitute the Directorate-General, which is the top decision-making body of the DFE.*

* See Footnote 1, page 153.

The Department is further structured into four directorates: Educational Services, College Operations, Administration and Finance, and Planning and Resources. Through its centralised structure the Department co-ordinates the educational activities of its learning institutions which are designated colleges of further education or community colleges according to their perceived roles. The College Operations Directorate is directly responsible for co-ordinating the activities of the DFE learning institutions and thus college principals are linked as line managers to Operations Directorate superintendents.

Within the Directorates a number of educational support branches exist to support the overall TAFE programme of the Department. The support service branches are:

- . within the Educational Services Directorate,
 - . Curriculum Development
 - . Training and Development;
- . within the Administration and Finance Directorate,
 - . Administration and Finance
 - . Management Services;
- . within Planning and Resources Directorate,
 - . Buildings
 - . Research
 - . Educational Services.

The Operations Directorate is responsible for the implementation of TAFE new and revised courses and their general conduct through the colleges and other TAFE institutions.

The main policy making group is the Executive comprising the Directorate-General, the Directors of the directorates listed above, one superintendent and one college principal. The Planning Committee advises and recommends to the DGFE on the educational planning of the Department. In particular it has the responsibility for establishing a master strategy plan for the Department as a whole and assisting with its implementation.

The Curriculum Development Branch is central to the curriculum development process which it co-ordinates through the Curriculum Committee System which comprises three major studies area committees and a range of programme committees which utilise non-standing working parties.

The Applied Educational Research Section of the Research Branch works closely with the Curriculum Branch and the associated committee system.

Programme committees have a liaison with the advisory trade committee of the Apprenticeship Commission and may be crosslinked by membership.

A proposed bill will be tabled in Parliament with the intention of setting up an Industrial and Commercial Training Commission with a much wider scope than the existing Apprentice Commission.

Recognition of educational needs are notified to the Department in a number of ways: curriculum committees, trade committees, college councils, school and college based committees, Curriculum Development Branch, employer associations and government agencies. The DFE has a dual approach to curriculum development and course approval: formal course awards are developed through the curriculum committees and are approved by DGFE, non-award courses may have their content approved by a college principal. Curriculum development in South Australian TAFE has been through a flexible approach according to the special characteristics of the proposal, although in recent years guideline papers established by the Curriculum Development Branch assist curriculum developers. There is a trend in the evolution of curriculum development processes within the DFE to 'firm up', especially on the documentation for course approval.

The DFE does not have an official formalised policy on major course review although review of courses is part of the programme committees' charter. The Department is currently developing such a review policy.

The Tertiary Education Authority of South Australia (TEASA) is the statutory body responsible for the accreditation of all post secondary education in the State with the exception of those courses under the control of the Apprenticeship Commission, soon to be subsumed in the new Industrial and Commercial Training Commission. TEASA has delegated much of its approval authority on TAFE courses to the DGFE.

Final curriculum documents (mainly the syllabus) are endorsed by employer/employee, professional, and governmental groups related to the study area (client groups) before being submitted for final approval.

Maintenance of standards is assisted by mechanisms drawn up by the programme committees such as: instruction on documentation, assessment schemes and channels for liaison. College principals are responsible in the first instance for maintenance of course standards.

Footnote 5: The Industrial and Commercial Training Commission is now established.

The DFE does not have an official formalised structured statewide student assessment policy and such assessment in the main is left to the college.

Evaluation of courses is mainly through a check on student outcomes according to the subject topic terminal objectives and is essentially a responsibility of the college. The Applied Educational Research Section of the Research Branch may include course evaluation projects in its programme along with projects relating to curriculum development.

FINDINGS (The reader is referred to the bases of the findings and recommendations as covered in the Preamble to Section II)

- . The Department of Further Education, through its Curriculum Development Branch and its Curriculum Committee System, has approached the processes of curriculum development in an ad hoc, flexible way using a discernible, but loose curriculum model.
- . The curriculum development processes currently being employed have been evolving since the establishment of the Department in the early 1970's. This development is continuing and is being refined by the issue of curriculum development guideline papers, especially in the area of course proposal submission, the design of syllabus documents and course review.
- . The curriculum development guideline papers indicate a 'firming up' in the curriculum development processes, especially the procedural stages of course submission for approval and in the curriculum documentation.
- . The Curriculum Branch's proposal for a DFE classification and nomenclature system covering TAFE course awards is a timely initiative, and the model could well be used as a starting point for a nationally accepted scheme for naming and classifying TAFE courses.
- . The Department of Further Education has no clearly defined formal policy on in-depth major reviews of TAFE vocational courses, although the curriculum programme committees address themselves to the problem of major reviews of courses on an observed needs basis.
- . Currently major reviews of courses may be instigated by the Curriculum Branch, the Research Branch and the Operations Directorate as separate activities. This fragmented approach would appear to be less cost effective and less efficient than a formal structured approach from one source.
- . The administration components of the Head Office support branches relating to curriculum development, such as the Curriculum Development Branch, the Applied Educational Research Section of the Research Branch, and the Educational Resources Branch, are not formally linked either organisationally or structurally.
- . The curriculum development process as carried out by the Curriculum Development Branch and its Curriculum Committee System, appears to terminate with the final approval of the submitted course by the Director-General of Further Education. The implementation stage is the responsibility of the Colleges and the College Operations Directorate, which may evaluate the course during its piloting phase in formal isolation from previous activity.
- . Apart from some courses in the Business Studies area and certain engineering oriented certificate courses extending over a number of colleges, there are no formalised student assessment procedures or guidelines as Departmental policy documents such as the mandatory assessment procedures laid down in some TAFE authorities.
- . The Curriculum Development Branch consists of a small group of curriculum managers and designers and relies significantly upon the contribution of college staff within Departmental curriculum development. Unlike many other States, no formal recognition of college staff in the sense of duty time to ongoing Departmental curriculum activity is given in South Australia.

RECOMMENDATIONS (The reader is referred to the bases of the findings and recommendations as covered in the Preamble to Section II)

- . That the Department of Further Education, through its Curriculum Development Branch, initiate a process for a national seminar of the Curriculum development/research/assessment managers of the TAFE authorities in all the Australian States and Territories to establish a proposal for a nationally accepted scheme of TAFE courses classification and nomenclature;
- . that the Department of Further Education establish a mandatory system of in-depth review based on a time interval for all of its vocational courses leading to the award of a certificate;
- . that mechanisms be established through the Department's Corporate Planning so that the elements of curriculum can be dealt with through the Department's various branches in a co-ordinated fashion. These elements of curriculum include: priority setting; curriculum development; major and minor reviews of courses; staff development; resources allocation; student assessment; quality control, maintenance of course standards, evaluation and validation; location of courses; and modes of delivery.
- . that consideration be given to official policy papers on maintenance of standards and student assessment categories along the lines of those established in the NSW Department of Technical and Further Education;
- . that the current guideline paper on curriculum document preparation for submission for approval be examined with the aim of establishing an official mandatory submission procedure;
- . that organisational arrangements are required to link formally curriculum development components of existing support branches such as the Applied Educational Research Section of the Research Branch, the Curriculum Development Branch and the Educational Resources Branch;
- . that key college staff be identified and released for a proportion of their time to participate in ongoing Departmental curriculum planning and co-ordination, particularly in relation to maintenance of standards.

DEPARTMENT OF FURTHER EDUCATION
THE CURRICULUM COMMITTEE SYSTEM

1. FUNCTIONS

1.1 Overview

The system of curriculum committees was established to:

- . enable the community to contribute to curriculum planning development and review in an ongoing way.
- . recognise the responsibility and potential contribution of field and community personnel in curriculum.
- . provide Departmental and inter-college curriculum development and co-ordination.

The curriculum committee system consists of a number of specialised programme committees, which are responsible to one of three representative Major Studies Committees viz. Business, Technical, General.

The function of the Major Studies Committee is to advise the Department on the future educational needs in the Study Area, while programme committees are established primarily to co-ordinate curriculum planning, development and review within designated areas.

1.2 Functions of the Major Studies Committee

Within the overall function of advising the Department on future educational needs in the Major Study Area, these committees have the following functions:-

- . priorities for future curriculum development, implementation and review.
- . educational policy guidelines.
- . appropriate working parties for particular tasks.

- . establish, terminate or rationalise programme committees as required.
- . advise and direct programme committees when required.
- . establish inter-programme committee activities when required.
- . assist in the co-ordination of the major study area.
- . staff development needs in conjunction with the Training and Development Branch and Curriculum Development Branch.
- . needs for educational resources, facilities and curriculum research in conjunction with appropriate officers of the Resources Division.
- . budgetary requirements for curriculum development.
- . appropriate methods of establishing and maintaining educational standards.
- . review of curriculum committee functions and composition.

In addition the committees make recommendations to the Superintendent (Curriculum Development) on all major initiatives and changes and develop educational policies and guidelines related to course design, documentation, methodology, assessment and other curriculum orientated issues.

1.3 Functions of the Programme Committee

Programme Committees co-ordinate curriculum planning, development and review within the programme area, in conjunction with Colleges and other Head Office Branches and within guidelines agreed with the Major Studies Committee. Within these broad functions, their areas of involvement include the following:-

- . future curriculum needs of the relevant industries and communities.
- . priorities for curriculum development and review.

- . establishment and supervision of ad hoc working parties.
- . staff development needs and programmes in conjunction with the Training and Development Branch or the Curriculum Development Branch.
- . appropriate methods of establishing and maintaining course/subject standards.
- . needs for educational resources, facilities and curriculum research in conjunction with appropriate officers of the Resource Division.
- . review of committee functions and composition.

In addition committees make recommendations on major curriculum changes to the corresponding Major Studies Committee, and on minor changes directly to the Superintendent (Curriculum Development). Recommendations on procedures for the maintenance of standards are also made to the Superintendent (Curriculum Development).

1.4 Operation of the Committee System

While one of the prime functions of a Major Studies Committee is to establish and co-ordinate the activities of programme committees, this would normally be done by developing guidelines within which the programme committees can work.

The Committees should not be seen in a direct hierarchical relationship. Programme Committees, once established by the Major Studies Committee and with guidelines for their work, should work through the Curriculum Development Branch and Colleges, while remaining responsible to the Business Studies Committee.

This approach minimises both the problems of duplicating the work of other committees in the system, and the delaying of routine matters by requiring them to be considered by successive levels in the system. It does free the Major Studies Committee to maintain an overview and to direct its attention to more general matters related to the entire field of the Major Study area.

Each programme committee should outline its plans and agree these with the Major Studies Committee on an annual basis. These will then form the general guidelines within which the programme committee operates. Progress reports are not

required, except the supplying of minutes to the Major Studies Committee. (However, a report to the annual Conference will be necessary.)

The Major Studies Committee may establish ad hoc or standing committees to examine matters which are of a general nature or involve more than one programme area. Similarly, programme committees may wish to establish sub-committees or working parties of members or non-members to examine particular questions or to prepare curricula, but these groupings have no separate status. They do not take responsibility for any section of the curriculum area and with few exceptions, such as examinations panels, should not be standing committees.

2. MEMBERSHIP

2.1 Major Studies Committee

General Studies Committee (10 members)

Superintendent, Curriculum Development - ex officio

Principal Education Officer - General Studies, Curriculum Development Branch - ex officio and convenor

1 nominee, Deputy Director-General (Resources)

1 nominee, Deputy Director-General (Operations)

2 elected Heads of School of General Studies or Principals of smaller Colleges

4 elected College members

Business Studies Committee (13 members)

Superintendent, Curriculum Development - ex officio

Principal Education Officer - Business Studies, Curriculum Development Branch - ex officio and convenor

Education Officer, Business Studies, Curriculum Development Branch - ex officio

1 nominee, Deputy Director-General (Resources)

1 nominee, Deputy Director-General (Operations)

4 Heads of School or their nominees (Open College of Further Education, Panorama Community College of Further Education, Elizabeth Community College, Adelaide College of Further Education)

4 Elected College members

Technical Studies Committee (9 members)

Superintendent, Curriculum Development - ex officio

Principal Education Officer - Technical Studies, Curriculum Development Branch - ex officio and convenor

1 nominee, Deputy Director-General (Resources)

1 nominee, Deputy Director-General (Operations)

5 elected members from Technical Studies Conference

Casual vacancies in elected positions are filled by the Committee co-opting a person until an election can be held at the appropriate conference.

2.2 Establishment and Membership of Programme Committees

The establishment of programme committees is approved by the Director of Educational Services on the advice of the Business Studies Committee and Superintendent (Curriculum Development). Membership is approved by the Superintendent (Curriculum Development). Normally, non-DFE members should comprise at least half of the membership of each committee and total committee membership should not normally exceed ten.

The general procedure for establishing a committee is:-

- (1) The Major Studies Committee appoints a Convenor and Executive Officer (people must be prepared to serve in these positions).
- (2) The proposal to form the committee and the nomination of the Convenor and Executive Officer are sent to the Director of Educational Services for approval.
- (3) A Bulletin notice is published calling for nominations for DFE membership and also suggestions for representatives from industry, government, professional bodies, other educational bodies, present or past students and other relevant groups.
- (4) Nominations are to be sent to the Executive Officer of the Major Studies Committee. The appointed Convenor and Executive Officer will then consult with the Major Studies Committee in the process of appointing the DFE members.

- (5) The Business Studies Committee considers and selects the members of the Programme Committee.
 - (6) The full list of members as supported by the Major Studies Committee is then forwarded to the Superintendent (Curriculum Development) for approval.
- . membership is nominally for a two year period but can be reviewed each year.
 - . absence of any member from three successive meetings without notification will automatically entail loss of membership.
 - . should a College member resign before completion of the normal term, the resulting vacancy will be filled by a nominee of the Programme Committee.

3. CONFERENCE

A Conference is usually held every year.

The functions of the conference include:

- (a) To review and assess the implementation of the recommendations of the previous year's conference and the Report of the Major Studies Committee.
- (b) To make recommendations on plans and priorities for the forthcoming year.
- (c) To consider long term planning in the Major Study area.
- (d) To secure the election of College representatives to the Major Studies Committee.
- (e) To consider issues of contention within the Major Study area.

DEPARTMENT OF FURTHER EDUCATION
COURSE APPROVAL PROCEDURES

- (a) This section is concerned with approval procedures for new courses, revisions, rationalisations and closures within the DFE. However, it should be noted that for varying purposes, certain categories of courses require an approval or endorsement by other organisations beyond the DFE, e.g. by TEASA, the Apprenticeship Commission, licensing authorities, government departments and professional associations.

New courses and revisions in TAFEC Streams 1, 2 and 3 leading to a formal award* require the approval of the Director-General of Further Education. For other categories of courses under the authority of the Director-General of Further Education, the approval has been delegated to other officers. For new and revised courses in TAFEC Streams 1, 2 and 3 not leading to a formal award, and those in TAFEC Streams 4, 5 and 6 leading to a formal award, the approval of educational content is by the Director of Educational Services (DES) and the approval of implementation by the Director of College Operations (DCO).

For courses in TAFEC Streams 4, 5 and 6 not leading to a formal award, Principals have the authority to approve educational content and implementation. Principal Education Officers in the Curriculum Development Branch also have the authority to approve the educational content of such courses. An outline of these procedures is given in sections A, B and D of the attached flowchart.

- (b) The conduct of existing courses at new locations

The implementation of existing approved courses and subjects in TAFEC Streams 1, 2 and 3 leading to a formal award requires the approval of the Deputy Director-General (Operations).

For courses and subjects in TAFEC Streams 4, 5 and 6 not leading to a formal award of the Department, Principals have the authority to approve. Courses leading to a formal award require the approval of the Director of College Operations.

The implementation decision is based upon an analysis of

- (i) the need and demand for the course or subjects,

* Includes all DFE awards (i.e. those using the title Certificate or as a course conducted on a State basis) and external awards such as Secondary School Certificate and Matriculation.

- (ii) the resources available currently or proposed at the college,
- (iii) the proposal's relation to relevant forward plans and
- (iv) that the course will be conducted at standards consistent with the requirements of the course and with other colleges conducting the same course. The procedures are outlined in section C of the attached flowchart.

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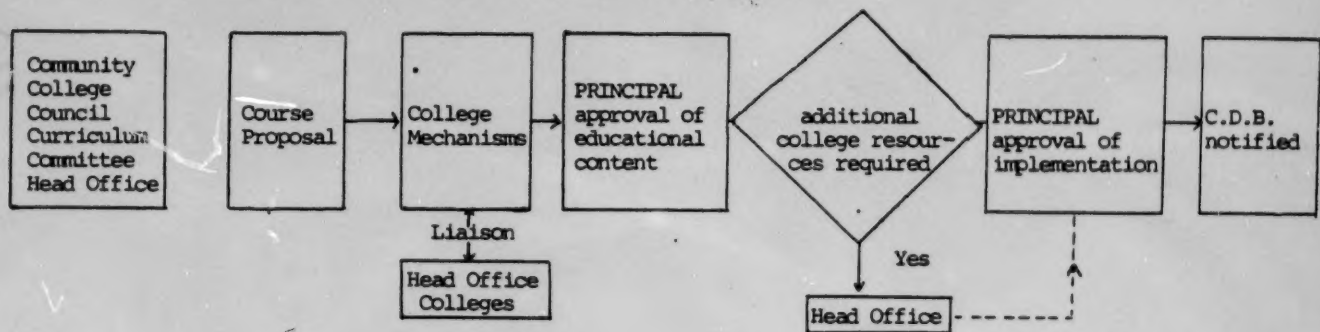
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- (1) Course approval also includes course closure and rationalisation.
- (2) 'TEASA' approved courses are those defined as of at least one year full-time or its equivalent part-time excluding pre-apprentice, basic trade/apprenticeship and post-trade courses.
- (3) For cases C and D a deadline for proposals will be required.
- (4) Initial proposal is a brief document containing preliminary estimate of need and demand, aims, draft course schedule, approximate length, expected classification, relation to existing courses within and outside of Department and an approximate estimate of resources required.
- (5) Final proposal is a substantial document including needs and demand analysis, development procedures, course structure and syllabus, relationship to existing courses and required educational services and resources. This document will also be used for accreditation purposes.
- (6) Documentation for provisional approval by TEASA may require different information to the initial proposal. Provisional approval is understood to include approval to implement.
- (7) Opportunity exists for early informal input and consultation with the Planning Committee.

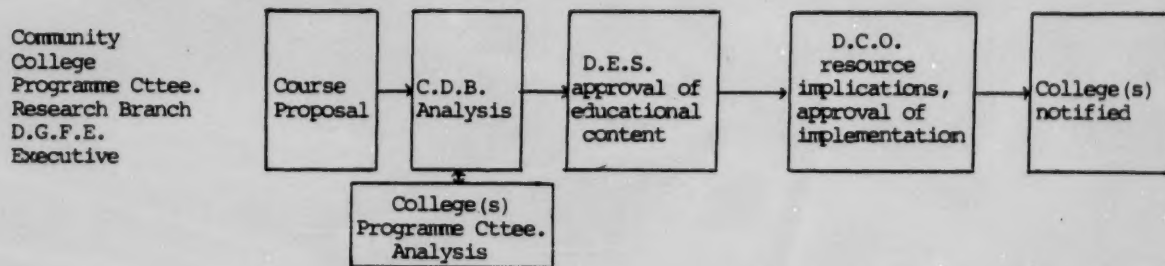
CDB	Curriculum Development Branch
DGFE	Director-General of Further Education
DES	Director of Educational Services
DCO	Director of College Operations
DDG(O)	Deputy Director-General (Operations)
DDG(R)	Deputy Director-General (Resources)
TEASA	Tertiary Education Authority of South Australia

FLOWCHART OF COURSE APPROVAL PROCEDURES (1)

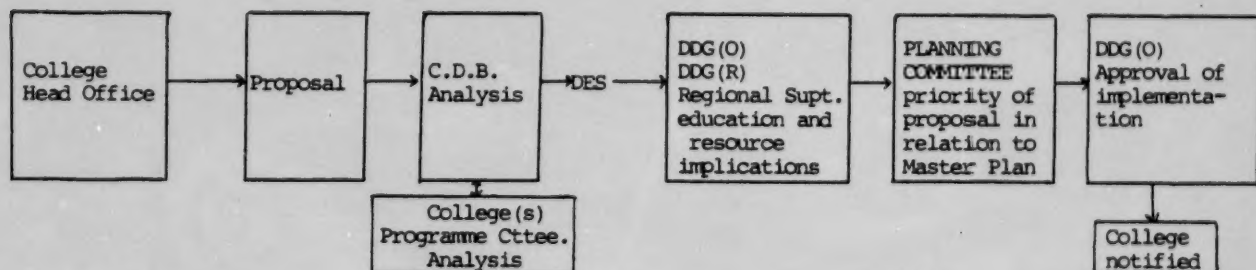
A. COURSES IN TAFEC STREAMS 4,5 AND 6 NOT LEADING TO A FORMAL AWARD



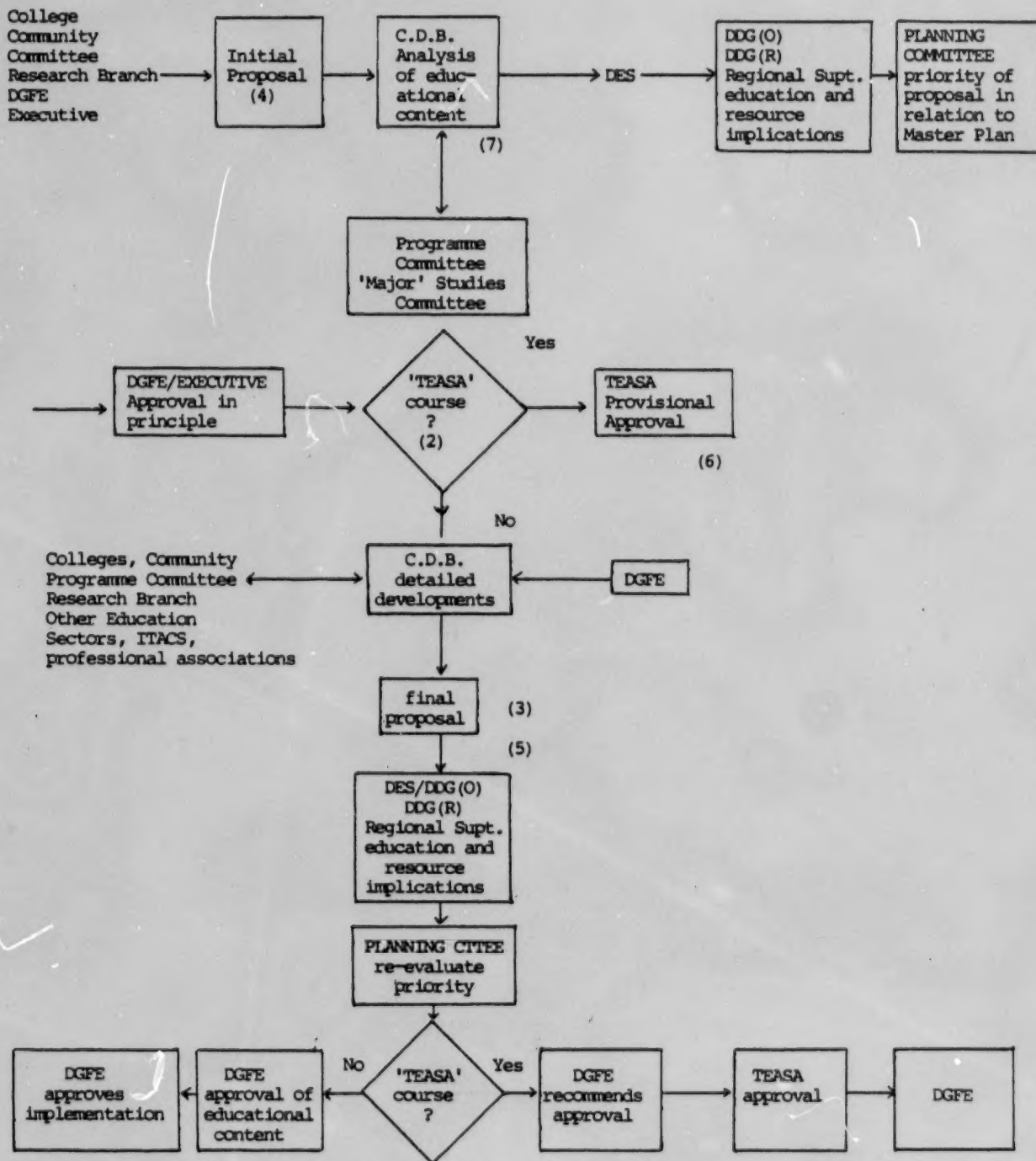
B. NEW COURSES AND REVISIONS IN TAFEC STREAMS 1,2 AND 3 NOT LEADING TO A FORMAL AWARD, AND IN TAFEC STREAMS 4, 5 AND 6 LEADING TO A FORMAL AWARD.



C. IMPLEMENTATION OF EXISTING COURSES/SUBJECTS AT ADDITIONAL COLLEGES: FOR COURSES IN STREAMS 1, 2 AND 3 LEADING TO A FORMAL AWARD.



D. NEW COURSES, AND REVISIONS OF COURSES IN TAFEC STREAMS 1, 2 AND 3 LEADING TO A FORMAL AWARD



DEPARTMENT OF FURTHER EDUCATION
COURSE DEVELOPMENT AND REVIEW PROCESS

A participatory approach involving the community, colleges and Head Office Branches is the basis of curriculum development procedures within the Department of Further Education. In the investigation, development and review of courses as well as in the determination of priorities, the Department works very closely with the community that it serves, particularly through programme committees, ad hoc working parties and committees, membership of professional associations, college councils, and various ad hoc forms of liaison between Departmental staff and community personnel. An outline of the curriculum development process is given in the flow diagram of the attached figure 1. With reference to this diagram, the course development procedures are described below, particularly in relation to certificate courses.

Initial proposals for new courses and revisions to existing courses emanate from many sources including direct requests from various community agencies and individuals, government departments, college councils, curriculum committees and Further Education personnel. For new certificates and major revisions to existing ones, the initial proposal is considered and analysed by the appropriate programme committee. Frequently these standing committees will initiate proposals for the development of new courses, revisions and rationalisations.

The programme committee establishes mechanisms to analyse the need, demand and priority for such a proposal and may initiate a preliminary need and demand survey if required. The Research Branch as well as the Planning Committee may be involved at that stage. If the programme committee is convinced that the proposal should proceed, an initial curriculum proposal is prepared. The colleges which have responsibilities in the course or occupational area, also contribute to the endorsement of the proposal. The proposal is then assessed by the appropriate 'major studies' committee, viz. Business, General or Technical Studies Committee. These committees analyse the proposal and in particular consider the need and priority of the proposal and the course's relationship with other programmes. The proposal is then analysed further within the Department.

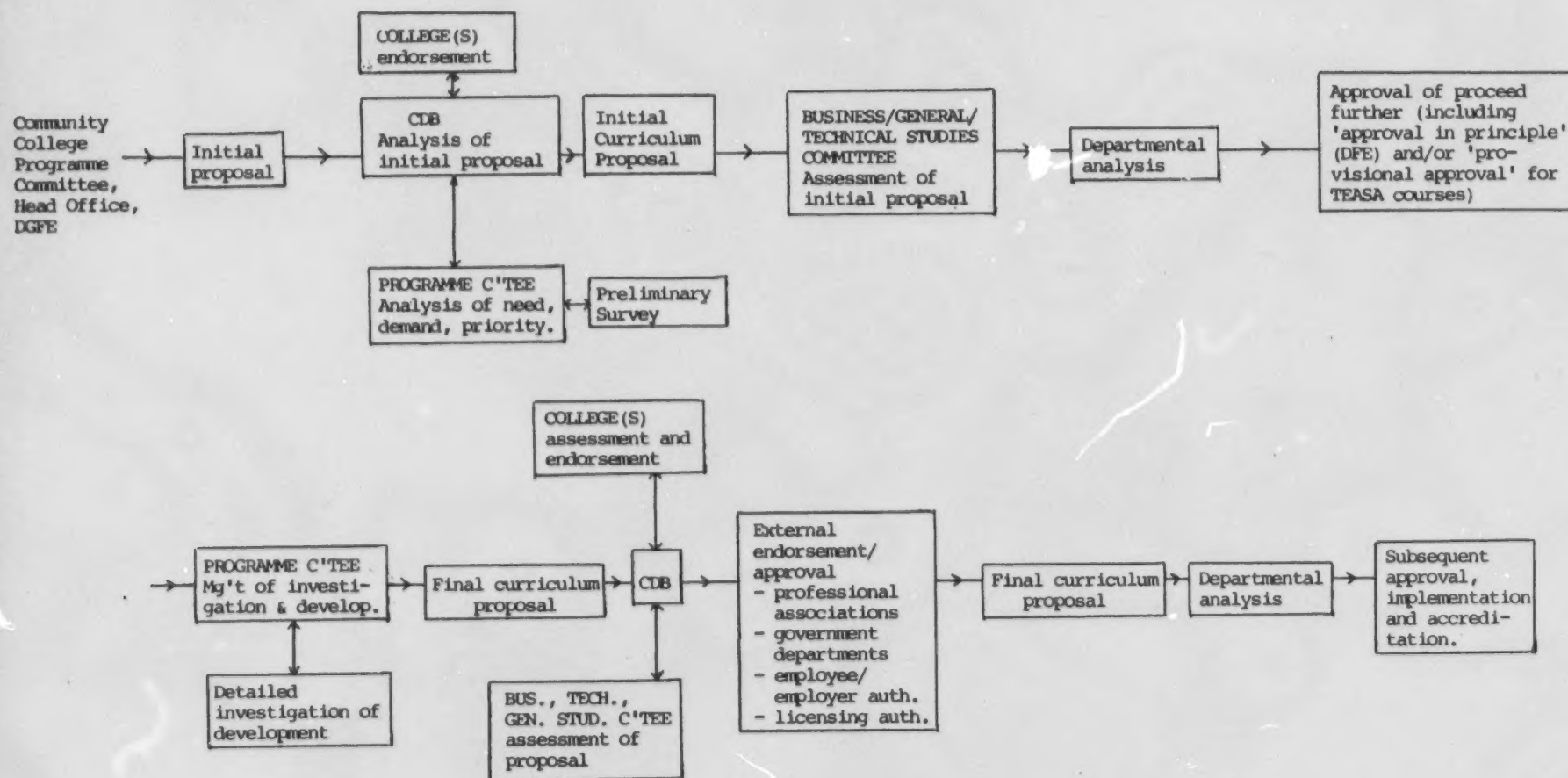
Assuming the proposal is approved to proceed further (approval in principle (DFE) and/or provisional approval (TEASA)), the responsibility for the detailed investigation and development of the proposal is given to the programme committee. This committee determines the methodology required for investigation and development and works closely with officers of and draws resources from Head Office Branches.

In general a working party consisting of community personnel and Further Education staff is established to carry out the detailed development. The personnel and agencies contributing to the analysis of needs include employers, employees, students, employer

and employee associations, industry training advisory committees and higher education sectors, government departments, in particular the SA Public Service Board and Department of Labour and Industry, college staff and officers from the Research Branch and Curriculum Development Branch.

The final curriculum proposal consists of four components, analysis of need and demand, development procedures and recommendations; the syllabus document; relationship with other programmes and institutions; educational services and resources required. This final proposal is analysed by both the appropriate 'major studies' committee and the colleges associated with its implementation or likely implementation.

Although the relevant organisations have been involved in the development, the proposal is forwarded to various organisations, particularly professional associations, government departments, licensing authorities for their endorsement before it is forwarded for further Departmental analysis.

COURSE DEVELOPMENT PROCESS

CDB - Curriculum Development Branch
 TEASA - Tertiary Education Authority of S.A.

DEPARTMENT OF FURTHER EDUCATIONSOUTH AUSTRALIAGUIDELINES FOR CURRICULUMDOCUMENTATION

CURRICULUM DEVELOPMENT BRANCH

MARCH 1979

GUIDELINES FOR INITIAL CURRICULUM PROPOSAL

The following guidelines are intended as a means of providing preliminary essential information relating to a proposed course development or review. This is required for substantial courses particularly in Streams 1, 2, 3 and 4 which require approval in principle of the Director-General of Further Education before further curriculum development occurs.

1. Estimate of need and demand and how determined.
2. Proposed aims, approximate duration and draft course schedule.
3. Expected classification.
4. Relation to existing courses within and outside of the Department.
5. Locations and date of implementation.
6. Estimate of existing and additional resources required.

(R.B. MATHERS)
SUPERINTENDENT (CURRICULUM DEVELOPMENT)

1. INTRODUCTION

Improved presentation of Curriculum documents is required to assist decision making in Colleges, Head Office and possible outside agencies such as TEASA and the SA Apprenticeship Commission.

The following Departmental guidelines are intended as a means of improving documentation for substantial courses (typically streams 1, 2 and 3) which require the approval of the Director-General of Further Education.

It is emphasized that they are intended as a guide only and that the amount of detail required will vary according to the type of course. Please contact the appropriate Curriculum Development Officer before commencing documentation.

2. DEFINITIONS

2.1 A Curriculum Document -

is an attempt to communicate the essential principles and features of an educational proposal in such a form that it is open to critical scrutiny and capable of effective translation into practice.

A curriculum document should contain statements relating to:

Needs, demands analysis and procedures,
Syllabus,
Relationship of programme with other programmes and institutions,
Educational Services and Resources.

2.2 A Syllabus Document -

is an attempt to communicate the structure, content and purpose of the course and the means by which this will be assessed.

A syllabus document should contain statements relating to:

course aims/objectives,
course structure and rationale,

subject/topic aims/objectives and content,
texts and materials,
standards,
assessment.

(R.B. MATHERS)
SUPERINTENDENT (CURRICULUM DEVELOPMENT)

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DOCUMENTATION GUIDELINES
FINAL APPROVAL DOCUMENT

Curriculum Documentation

Part I (Needs, demands analysis and procedures)

1. New Revision Closed
2. Title
3. Aims
4. Classification of Award
5. Justification of Classification
6. Nature and extent of need and how identified
7. Nature of demand and how established
8. Employment opportunities
9. Composition of advisory committee (if used) (capacity, qualifications, experience)
10. Development procedures
11. Recommendations and endorsements of colleges and curriculum committees
12. Implementation Plan
 - (a) College(s) to implement course
 - (b) Proposed commencement date by College(s)

13. Proposed date of submission of accreditation.

Part II Syllabus Document

1. Title
2. Level of Award
3. Aims and objectives
4. Entry requirements
5. Length; part-time full-time
6. TAFEC field and stream
7. Course structure
 - (1) entry requirements
 - (2) schedule and structure of subjects and units
 - (3) total instruction hours for each subject showing lecture/laboratory/workshop/excursions etc. where appropriate
8. For each subject provide, subject objectives, topics and content, methods of assessment and weightings, prescribed texts and other educational materials, prescribed special equipment and accommodation.
9. Attendance patterns

Part III (Relationship of programme with other programmes and institutions)

1. For a revision, how current students may transfer to the new programme.
2. Status and credit for relevant educational programmes and work experience.

3. Relationship between this course and other similar courses in the DFE and outside the DFE.
4. Effect on enrolments on other courses in DFE and outside of DFE.
5. Credit transfer between this course and other courses in DFE and outside DFE.
6. Implementation of this course (all or in part) by other post-secondary institutions, industry and other community organizations.

Part IV (Educational services and resources)

1. Staff development requirements.
2. Educational curriculum resources required.
3. Plans for curriculum review and evaluation.
4. Procedures for the maintenance of standards and co-ordination.
5. Full-time and part-time teaching staff needs; existing and extra; requirements for Year 1 to Year 5.
6. Qualifications and experience requirements of teaching staff.
7. Support staff (non teaching); existing and additional, requirement for Year 1 to Year 5.
8. Additional physical facilities required in the first 5 years.
9. Additional equipment facilities required in the first 5 years.

DEPARTMENT OF FURTHER EDUCATION
SOUTH AUSTRALIA
GUIDELINES FOR PREPARING A SYLLABUS DOCUMENT

CURRICULUM DEVELOPMENT BRANCH

SEPTEMBER 1979

Introduction

In March 1978, the Curriculum Development Branch issued "Guidelines for Curriculum Documentation" to assist in improving the documentation of substantial courses (typically streams 1, 2 and 3). That paper consisted of a checklist set out in four parts:

- Part 1 Needs, demands analysis and procedures
- Part 2 Syllabus document
- Part 3 Relationship of programme with other programmes and institutions
- Part 4 Educational services and resources

The attached paper expands Part 2 and should be read in conjunction with the other Parts of "Guidelines for Curriculum Documentation".

Both papers are intended as guides only and the amount of detail will vary according to the type of course. Please contact an appropriate Curriculum Development Officer before commencing documentation.

(R.B. MATHERS)
SUPERINTENDENT (CURRICULUM DEVELOPMENT)

PREPARING A SYLLABUS DOCUMENT

A. Why have a syllabus?

1. The purpose of the syllabus is to communicate the structure, content and purpose of the course and the means by which this will be assessed. The groups to which these details will be circulated include TEASA, the Apprenticeship Commission, students, parents, employers, lecturers, trade and professional associations, College administrators and assessment committees. It is obvious that no single statement will be appropriate for all levels, e.g.:
 - . Employers, potential students and parents need a statement which gives an overview of the whole course, without including distracting detail. This need is met by single page information sheets.
 - . Enrolled students, accreditation authorities, and trade and professional associations require detailed descriptions, but do not need the level of detail appropriate for a teacher. This guide aims at preparing a syllabus for these external groups. Its test is, "Would this syllabus adequately communicate the nature of the course to people not involved in its planning or running?" Such a syllabus could be summarised as an information sheet or expanded to meet the needs of lecturers and school administrators.
 - . Lecturers and assessment panels require detailed statements of content, objectives, resources and structure in order to plan the teaching and assessment programme. A variety of documents meet this need, ranging from timetables to examiners statements, and the syllabus itself is only part of this material.

B. What should be included in a syllabus?

The syllabus document should be presented in three sections:

1. A summary statement intended for administrative purposes.
2. An overview of the whole course.
3. Individual subject descriptions.

1. Summary statement

This section is intended to provide an overview of the course for use by the Department of Further Education and by approval and accreditation authorities, such as TEASA, the Apprenticeship Commission, and trade and professional associations.

It would briefly summarise the document and contain specific administrative details not appropriate to a statement for general distribution, e.g. TAFEC field and stream.

2. Overview of the course

This section provides details of course requirements without going into the detail of individual subjects.

As well as being part of the total syllabus, it should stand alone as an overview description of the whole course. It should contain the following information:

(a) Course aims and objectives

An overall statement of the rationale for the course in terms of course aims and objectives, providing a structure into which the details of the course can be put.

The following example illustrates one approach:

"ELECTRICAL TRADES COURSE

This course has been designed to satisfy the educational requirements of the electrical tradesperson and includes the 75 topics as accepted by the Directors of Technical and Further Education in Australia.

2.1 Course Aims

2.1.1 *To equip the students with the technical knowledge necessary to exercise the wide range of skills and procedures required by an electrical tradesperson.*

2.1.2 To develop and supplement the practical skills experienced in the industrial environment and to perform these skills in a workmanlike manner and according to the principles of safe practice.

2.1.3 To enable the student to attain the relevant theoretical knowledge and practical skills necessary to satisfy the requirements of the Licensing Authorities for the issue of an electrical workers "A" class licence."

Depending on the course, it may be necessary to relate the course to the needs of a particular target group or occupational category; to registration requirements or membership of trade and professional associations and institutes; and to other courses of study.

(b) Entry requirements

A short and clear statement of prerequisites is necessary, including, where appropriate:

- (i) academic standards
- (ii) mature-age provisions
- (iii) work experience
- (iv) details of bridging courses.

(c) Student selection

Selection criteria to be applied when there is excess demand for a course should be explained in detail.

(d) Course structure/study programmes

This section should give an overview of the various ways of proceeding through the whole course, showing where appropriate:

- (a) required and/or optional sequences of subjects
- (b) student and employer choices, including a description of the method of making that choice
- (c) total length of course (part-time and/or full-time), including out-of-class as well as in-class requirements and any required work experience.

(e) Status/credit procedures

If the procedures are relatively simple, they could be described in full. If not, a general description of the possibilities available and the method of obtaining further information should be given.

(f) Teaching methods and assessment

A brief statement of the methods and procedures appropriate to the whole course will help in better communicating the nature of the course. This need not be prescriptive and one or two paragraphs on each are probably sufficient, e.g.

"Emphasis is placed on the students becoming technically competent in applied geological techniques so that in addition to the provision of basic knowledge, considerable emphasis is placed on bringing students to a high level of practical competency. Presentation usually involves lectures, tutorials, individual and group projects in class activities and field exercises. Visual aids, discussions, visits, guest speakers and realistic situations are part of the milieu.

All projects are integrated to engage the student in the total activity through to the final report."

3. Subject descriptions

Section 3 contains the detailed descriptions of each subject in the course. Together, these form part of the whole syllabus document but individually they should stand alone as subject descriptions.

The final format will vary with the demands of each course, but the following points should be covered if the syllabus is to communicate accurately:

- (a) Brief subject aim or rationale
- (b) Prerequisite subjects, knowledge or experience
- (c) Subject structure, study programme
- (d) Time required (in-class and out-of-class, possibly listing activities)
- (e) Topics and content to be covered
- (f) Objectives which the student should achieve
- (g) Assessment procedures, including where possible a statement of the standards required
- (h) Suggested texts, student requisites, resources etc.

The most difficulty in preparing a subject description usually occurs in the preparation of student objectives, particularly in writing these at the appropriate level of generality.

A number of examples are attached illustrating various acceptable formats. They all have these characteristics in common:

- (a) They state what the student is expected to do. In some cases this may be done in terms of an exhaustive description of observable performances, in others by giving specific examples of acceptable competencies to support such general descriptions as "students will understand the principles of ..." and in others by giving a specific meaning to such vague words as "know" or "understand".
- (b) They all relate student performance to topics and content.

Examples of content/objective formats:

Example A - "Factory Processes and Techniques". This simple layout is appropriate for straightforward courses which are assessed by each College, without need for close co-ordination between Colleges. It can be prepared quickly and additional content detail is easily included.

Example B - "Shaping, planing and slotting machine". This example takes the approach of expanding the content description, while also stating what the student is expected to be able to do at the end of the subject. While the word "understand" is used, the objectives are straightforward statements of application (e.g. "select", "identify", "apply", "plan").

Example C - "Business Law". Complex subjects which are centrally examined need to be described in much more detail. This Business Law syllabus sets out, in detail, the content to be covered and the depth to which each topic would be tested. It should replace any need for the usual analysis of past examination papers in preparing for the central exam. The description can easily be simplified by extracting and listing only the topic headings and the general objectives, to form a description similar to Example A, or it can be made more detailed by adding specific objectives.

Example D

The Business Education Council plans, administers and keeps under review a unified national system of non-degree courses throughout the UK. The attached example illustrates their approach, which includes topic and content details within the objectives statements, while the objectives themselves do not exactly delineate the student behaviour to be tested. This approach provides flexibility in the College selection of content and objectives, while still allowing for moderation between Colleges.

FACTORY PROCESSES AND TECHNIQUESAIM:

To teach students to use a variety of techniques of preparing, filling, smoking and cooking smallgoods and meat products, using the appropriate plant and equipment.

LENGTH:

Based on 76 hours.

SUBJECT UNITS:STUDENT OUTCOME:

Selecting the meat:

The student will be able to select the types of meat of correct specification according to the product being made.

Mincing, chopping and mixing

The student will be able to process the selected meat by using the mincer, bowl cutter and mechanical mixer in accordance with the product being produced.

Equipment

The student will be able to operate smallgoods equipment efficiently and safely.

Filling

Students will be able to fill, tie or link the smallgoods to commercial standards.

Smoking and Cooking

Students will be able to smoke, cook and store the smallgoods according to requirements for each product manufactured.

DEPARTMENT OF FURTHER EDUCATION
SOUTH AUSTRALIA
CLASSIFICATION AND NOMENCLATURE OF TAFE COURSES

1. Outline of the classification and nomenclature system

The primary purpose of the system is to facilitate community understanding of TAFE courses and to provide a comprehensive description of the programmes conducted by the Department of Further Education (DFE). In addition, the system is consistent with DFE philosophies relating to recurrent education, open access and the establishment of an environment in which individuals can attain educational goals. The system is also concerned with facilitating transfer of credit between its different classifications and between DFE courses and those of other sectors and States.

The classification system is not seen as influencing the process of course development. Each course reflects community and individual needs and as such, much variation will occur between courses in their purpose, length, and depth and breadth of study. Also, the relationship between each course and other courses of the same or different classification will be unique. Each classification is not considered a watertight compartment; in some cases completion of a course at a particular classification could give full credit within or be a subset of a course at another classification.

A simple schema of the classification is as follows:

NOMENCLATURE	DESCRIPTION OUTLINE
TAFE DIPLOMA	TAFE DIPLOMA: prepares for managerial positions, and/or provides further studies, whether broadening or deepening knowledge and skills (when compared to DFE2 courses); provides more study in the para-professional areas; generally studied on a part-time basis with concurrent work experience and generally exceeds the equivalent of 1½ years of full-time study.
TAFE ADVANCED CERTIFICATE	TAFE ADVANCED CERTIFICATE: prepares para-professional staff for specialised areas, includes substantial studies in complementary areas; generally studied on a part-time basis with concurrent work experience; one year or longer of part-time study.
TAFE CERTIFICATE	TAFE CERTIFICATE: prepares persons for highly specialised areas or occupations with little, if any provision for non-specialised studies; prepares for basic vocational or basic trade occupations; one year or longer of part-time study.
COURSE AWARD, CREDIT	COURSE AWARD, CREDIT: provides for specialised studies to meet specific needs, whether vocational, preparatory or otherwise; can be given credit towards TAFE, 2 & 3 awards; generally one year or less of part-time study, or its equivalent.

NOMENCLATURE	DESCRIPTION OUTLINE
COURSE AWARD, NON CREDIT	COURSE AWARD, NON CREDIT: provides non-credit courses of study in all areas; generally one year or less of part-time study or its equivalent.

2. Classification criteria

The criteria for differentiating between classification are course purpose, depth and breadth of study, occupation and tasks for which the course is a preparation, duration and entry prerequisites. The major criterion is course purpose, with the emphasis in course description being on course objectives. Each course will have its own unique prerequisite knowledge and/or work experience rather than the completion of a lower level of education. The duration of courses within each classification is variable, enabling differing industrial, community and individual needs to be accommodated. The duration includes college contact time (lecturers, laboratory, workshop and field studies) and practicum. One year of part-time study is of the order of 250 hours contact time. Any prerequisite work experience and/or concurrent work experience is stated if necessary for the achievement of course objectives.

The duration time of courses as outlined in this paper is a guide only to the new classification system. It should be noted that the major determinant of course classification is the purpose and intent of the programme.

CLASSIFICATION: TAFE 1Nomenclature:

Technical and Further Education Diploma

Abbreviation: TAFE Dip.

General Description:

Courses which prepare for managerial positions in a specialisation, and/or further studies in depth in a chosen specialisation and/or broadening by extending into other areas. This level provides for more study in para-professional areas. These courses provide a broadening and deepening of student knowledge, understanding and skills when compared with TAFE 2 level courses.

Educational Objectives:

- (1) Development of both broad and specialised knowledge and skills, to enable the student to be effective in a wide range of positions within the field of activity.
- (2) Gaining an understanding of the underlying principles and concepts relevant to the application of established practices, precedents and methods.
- (3) Understanding of the functions of organisation and management in the field of activity.
- (4) Assisting students to develop a flexible response to the changing demands of industry, business, government and society.
- (5) Develop analytical and problem solving skills.

Nature of Occupation:

- (1) Application of theoretical and practical knowledge related to established practices and precedents, in a specialised para-professional function.
- (2) Conduct of more straightforward tasks, without supervision.
- (3) Under varying degrees of supervision, carry out more skilful and complex tasks requiring the exercise of analysis and judgement.
- (4) Supervision of individuals or the leadership of teams in the performance of specific technical/vocational tasks without necessarily being personally proficient in those tasks.

(5) Participation in day to day operational decisions and their implementation.

(6) Interpretation and implementation of policies.

(7) Involvement, as appropriate, in the policy and decision making process.

Duration:

Exceeds 1½ years full-time study or part-time equivalent.

TAFEC Streams:

1 and 2

Examples of Existing
Courses:

Mechanical Engineering Certificate

Course in Health Surveying

Child Care Studies Certificate

Library Technicians Certificate

Business Certificate (Accounting) together with management studies

CLASSIFICATION: TAFE 2Nomenclature:

Technical and Further Education Certificate

General Description:

Generally courses which involve one specialisation in depth and which allow study in another specialisation and/or complementary studies.

Educational Objectives:

- (1) Development of specialised knowledge and skills, to enable students to be effective in immediate employment.
- (2) Gaining an understanding of the underlying principles and concepts relevant to the application of established practices, precedents and methods.
- (3) Development of supervisory knowledge and skills in the specialist area.
- (4) Provide a basis for further education and development, whether academic, personal or vocational.

Nature of Occupation:

- (1) Application of theoretical and practical knowledge related to established practices and precedents, in a specialised sub-professional function.
- (2) Conduct of more straightforward tasks, without supervision.
- (3) Under varying degrees of supervision, carry out more skilful and complex tasks requiring the exercise of analysis and judgement.
- (4) Supervision of individuals or the leadership of teams in the performance of specific technical/vocational tasks without necessarily being personally proficient in those tasks.
- (5) Participation in day to day operational decisions and their implementation.
- (6) Interpretation and implementation of policies.

(7) Involvement, as appropriate, in the policy and decision making process.

Duration:

1 year or more of part-time study.

TAFEC Streams:

2, 3b

Examples of Existing
Courses:

Automotive Electricians Post Trade
Business Certificate (Data Processing)
Hotel and Restaurant Supervision Certificate

CLASSIFICATION: TAFE 3

<u>Nomenclature:</u>	Technical and Further Education Certificate in*; *terminology which describes the specialisation.	
<u>General Description:</u>	Generally courses specialising in a particular discipline or occupational area, with limited complementary studies; prepare for basic vocational or basic trade occupations.	
<u>Educational Objectives:</u>	(1) Knowledge, skills, methods and techniques pertinent to an identifiable trade or basic vocation. (2) Problem identification and problem solving within the scope of standard procedures and techniques.	
<u>Nature of Occupation:</u>	In broad terms, occupations may include the following characteristics: (1) Performance of basic vocational skills related to fundamental principles. (2) Use of theoretical knowledge related to the use of tools or manual techniques. (3) Use of basic vocational skills in the field or workshop to construct, maintain or manufacture articles. (4) Use of basic vocational skills related to standard business practices and procedures. (5) Supervision of semi or unskilled personnel.	
<u>Duration:</u>	1 year or more of part-time study.	
<u>TAFEC Streams:</u>	3a and 4	
<u>Examples of Existing Courses:</u>	Commercial Art Certificate (Ticketwriting) Certificate in Farm Practice Clothing Industry Certificate (Machinist)	Certificate in Music (Performance) Breadmaking Certificate (Basic Trade) Commercial Certificate

CLASSIFICATION: TAFE 4

<u>Nomenclature:</u>	A statement of successful completion of course.
<u>General Description:</u>	Generally very specialised courses, designed to meet specific knowledge and/or understanding and/or skills, whether vocational, preparatory or otherwise.
<u>Educational Objectives:</u>	Develop/update/supplement knowledge or skills in a specialised area.
<u>Duration:</u>	Various, generally completed in one year or less of part-time study.
<u>TAFEC Streams:</u>	1, 2, 3a, 3b, 4 and 5.
<u>Examples of Existing Courses:</u>	Group Training Methods Course (NELMIC) Pest Control Certificate Industrial Welding (Gas) 1, 2 Credit Procedures Course (Credit 1, 2, Introductory Accounting, Business Law I) Supervision Certificate

CLASSIFICATION: TAFE 5

<u>Nomenclature:</u>	A statement of course attendance or completion.
<u>General Description:</u>	Non credit courses, no formal evaluation, informal, frequently student negotiated content and objectives, general interest or vocational or preparatory topics.
<u>Educational Objectives:</u>	(1) Develop/update/supplement knowledge or skills. (2) Provide opportunities for personal and/or social and/or community development. (3) Provide opportunities to gain access to other DFE courses.
<u>Duration:</u>	Various, generally completed in one year or less of part-time study.
<u>TAFEC Streams:</u>	1, 2, 3, 4, 5 and 6.
<u>Examples of Existing Courses:</u>	Adult Literacy Fabric Crafts Pet Care Car Maintenance Taxation for the Laymen Italian 1 and 2 Basics of Adult Social Education (BASE) Welding (General) Use of Microwave Ovens Football Umpires Course

EXTRACT FROM 'DELEGATIONS AND SIGNING AUTHORITIES' (May 1980)

EDUCATIONAL MATTERS

SUBJECT	INITIAL AUTHORITY	AUTHORITY TO SIGN
<u>A. Existing Courses at New Locations</u>		
Streams 1, 2, 3	DGFE	DG(0)
Streams 4, 5, 6 except subjects leading to any formal award including Secondary School Certificate and Matriculation	DGFE	Principals DCO
<u>B. New Courses and Revisions</u>		
Streams 1, 2, 3 - subjects leading to a formal award	DGFE	DGFE
Streams 1, 2, 3 - subjects not leading to a formal award	DGFE	(1) DES (2) DCO
Streams 4, 5, 6 - except subjects leading to any formal award including Secondary School Certificate and Matriculation	DGFE	(1) Principals/ PEO (CD) (2) Principals (1) DES (2) DCO
<u>Note:</u> New courses are to be submitted to SCD for the determination of stream prior to their approval and commencement.		
<u>Curriculum Committees</u>		
Policy, function and composition of membership	DGFE	DGFE
Major Studies Committees - actual membership		DES
Programme Committees - establishment, closure and terms of reference - actual membership		DES SCD
Curriculum Working Parties - terms of reference - establishment & closure - actual membership		SCD PEO(CD) PEO(CD)

- Notes:
1. A & B refer to the commencing of courses. When a course leading to a formal award in Streams 1, 2 or 3 is to be discontinued for a year or more, it is the responsibility of Principals to inform DC0.
 2. (1) Refers to educational content; (?) Refers to implementation.
 3. Principals may only approve the implementation of a subject if all resources needed are available from within the College.

Extract from: Bulletin No. 81, 14/3/80

9. DELEGATION OF AUTHORITY TO PRINCIPALS TO APPROVE CERTAIN SUBJECTS IN STREAMS 4, 5, 6

The Director-General has delegated to Principals the authority, which rests with him in the first instance, to approve the offering of subjects in Streams 4, 5 and 6, provided the subjects do not lead to any formal award* and can be offered within the existing resources of the College. This delegation applies to the approval of the educational content and implementation of new and revised subjects as well as the implementation of existing subjects at new locations.

When the Principal approves the educational content of a subject, that is where a subject is designed or revised such that the resulting subject differs from any previously offered within the framework of an approved Departmental syllabus, the subject is to be submitted to the Superintendent, Curriculum Development, using the current FE 65 submission form prior to course implementation. The Superintendent will determine the Stream in which the subject will be placed prior to any enrolments being accepted by the College.

Before approving any subject, Principals should ensure that there is no existing approved subject that would fill the need (so as to avoid duplication of subjects under different titles). In addition Colleges are strongly encouraged to make full use of Departmental resources for course development, implementation and review, in particular the Curriculum Development Branch and other Colleges conducting courses in that content area.

*Includes all DFE awards (i.e. those using the title Certificate or as a course which is conducted on a state basis) and external awards such as Secondary School Certificate and Matriculation.

841/77

GUIDELINES FOR ASSESSMENT IN BUSINESS STUDIES1. Overview

The Business Studies Committee is concerned that the systems for the maintenance of standards within business studies courses should be consistent with the preparation of students for employment in commerce, industry and government. Assessment in vocational awards should have these characteristics:

- (a) the course description states clearly the student performance which will be required
- (b) emphasis is placed on relating the performance required to employment needs
- (c) assessment is clearly related to that performance
- (d) course descriptions and assessment criteria are made available to students and employers
- (e) pass criteria are related to a description of minimum performance and only incidentally to marks or percentages
- (f) approaches which are based on passing or failing a pre-set proportion of students are not used
- (g) the assessment system allows flexibility in meeting local needs while providing for the maintenance of standards across the Department

This paper provides guidelines which are consistent with these characteristics.

2. Course Descriptions

The syllabus and assessment details should be set out in such a way that students, lecturers, and employers are clear as to what performance is required. Usually, this will be achieved by writing objectives which describe what the student is expected to be able to do at the end of the course. No single approach is appropriate for all business studies courses and a range of alternative formats is available from the Curriculum Development Branch. The test of the adequacy of the description is simply: "Is it clear to the student what he or she is required to do?".

3. Performance Standards and Gradings

- (a) Assessment must be related to the aims and objectives of the course as a whole. Schemes of assessment should not allow the aggregation of marks so that substantial weakness in a significant number of objectives, may be offset by better performances in others. However, a marginal failure in a limited number of areas may be "compensated" for by a higher than minimum pass level of performance in an equal or greater number. This should not apply where significant weaknesses exist in terms of the overall course aims.
- (b) The criterion for a pass is not to be based on an arbitrary percentage or on the spread of results but is: "The student should have achieved sufficient objectives to indicate that he or she has achieved the overall aims and objectives of the subject". Pass marks and "compensation" guidelines for markers should be set on this basis before the examination and should be known to students and lecturers.
- (c) There is no Departmental requirement for the allocation of grades other than a simple "Pass/Not Pass" and consequently numerical assessment is not required. (Students may be graded "Pass/Not Pass" according to their actual performance compared with the specified objectives). Other grading systems are acceptable and reference should be made to the approved range of options for the reporting of results. Higher passes, credits and distinctions may be allocated on the basis of the statistical distribution of results, but it is preferable that they be related to performance criteria, e.g.:
 - . performance at a higher standard (set before the assessment).
 - . achievement of more objectives (of a same type) than are required for a pass.
 - . achievement of more objectives (of a different type) than are required for a pass.
- (d) Wherever possible, students who fail to demonstrate their success at particular objectives should receive a diagnosis of their weaknesses and be re-tested on that section of the course only. Resources should not be wasted in requiring repetition of the entire course or objectives that have already been achieved.

4. Student Choice

Student choice of assessment questions, projects, methods, etc. must not allow important objectives to be avoided. Choice of questions may be allowed within the bounds of any one important objective and is encouraged in order to overcome problems of

interpretation and differing College approaches. Choice may also be allowed where success at any of a range of specific objectives would indicate success with the aims and objectives of the course, taken as a whole. A "core plus choice" structure often will be the most appropriate assessment system.

5. Methods of Assessment

- (a) As far as possible assessment should be based on the performance of students in the application of relevant knowledge and skills.
- (b) Assessment should include both an adequate recognition of the student's work during the course and in time-constrained examinations. In-course assessment normally should be through assignments.
- (c) Care must be taken to avoid a "weighting" of assessments which could, in practice, allow students to perform conscientiously in only the examination, or in assignments, and still achieve an overall pass.
- (d) In most business studies courses, the emphasis should be placed on performance which is related to real or simulated business situations. It follows that assessment methods should also relate to business situations:-

Examinations (usually time-constrained)

Examinations should test each of the following:-

- . knowledge and understanding of specific facts, principles, simple application etc. (through short and/or objective questions, as appropriate).
- . the student's ability to apply relevant knowledge, understanding and skills to business situations (usually by means of longer questions).

Assignments/Reports etc.

Assignments should draw upon real and simulated situations, problems and materials.

The fundamental principle is that the assessment should be closely related to business situations which students may encounter. Safeguards, (e.g. random 5 minute vivas) may be necessary to ensure that assignments are the student's own work.

Simulations

In many cases, the most appropriate form of assessment will be to require the student to perform in a simulated situation. This will be particularly important in courses which aim to develop personal skills (e.g. management, supervision, personnel). Where the simulations make up a relatively small part of a course, participation may be all that is required. However, in other situations, more formal systems will be necessary. These should include observation guides, which detail the performances to be demonstrated in such a way that systematic assessment is possible by the observer. Marks may be allocated to each criteria, or a simple observed/not observed system used.

Students should have the opportunity to practise the skills, before the assessment is conducted, and the criteria should be known to them in advance.

6. Maintenance of Standards

Centrally set and marked assessments may be used to ensure the maintenance of standards. Variations include College marking of assignments or examinations, possibly with some form of moderation, and the College choice of questions, in liaison with an examiner.

Many methods of maintaining standards are available, and in subject areas where flexibility is appropriate, they are to be preferred. As a minimum, they will involve course descriptions which clearly state the desired student performance, together with detailed assessment specifications, similar to the attached example.

7. Implementation

These guidelines are distributed for the use of Programme Committees and others concerned with the maintenance of standards in Business Studies courses. While appreciating that each course will have unique requirements, the guidelines are broad enough to require that they be applied in all business studies awards.

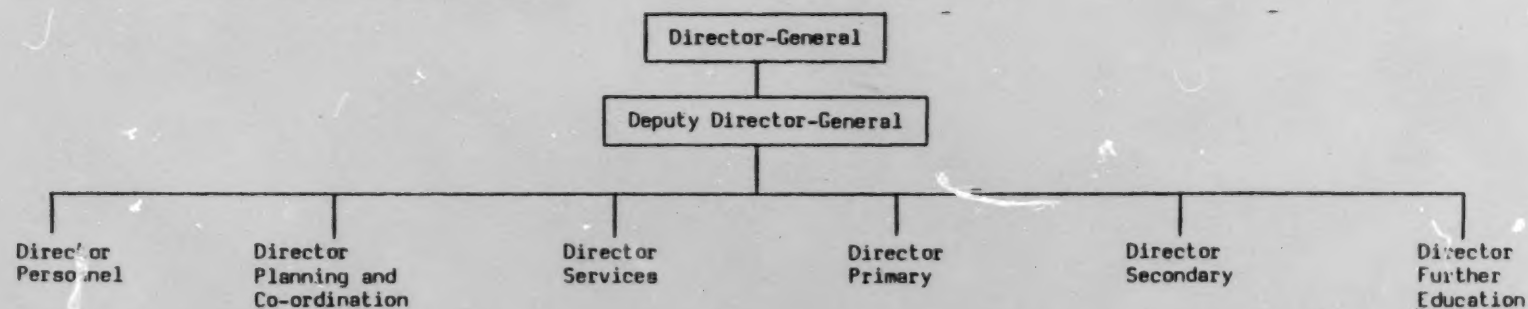
TASMANIA
TECHNICAL AND FURTHER EDUCATION

AN OVERVIEW

In Tasmania the technical and further education programmes are the responsibility of the Division of Further Education, which is responsible to the Director General of Education.

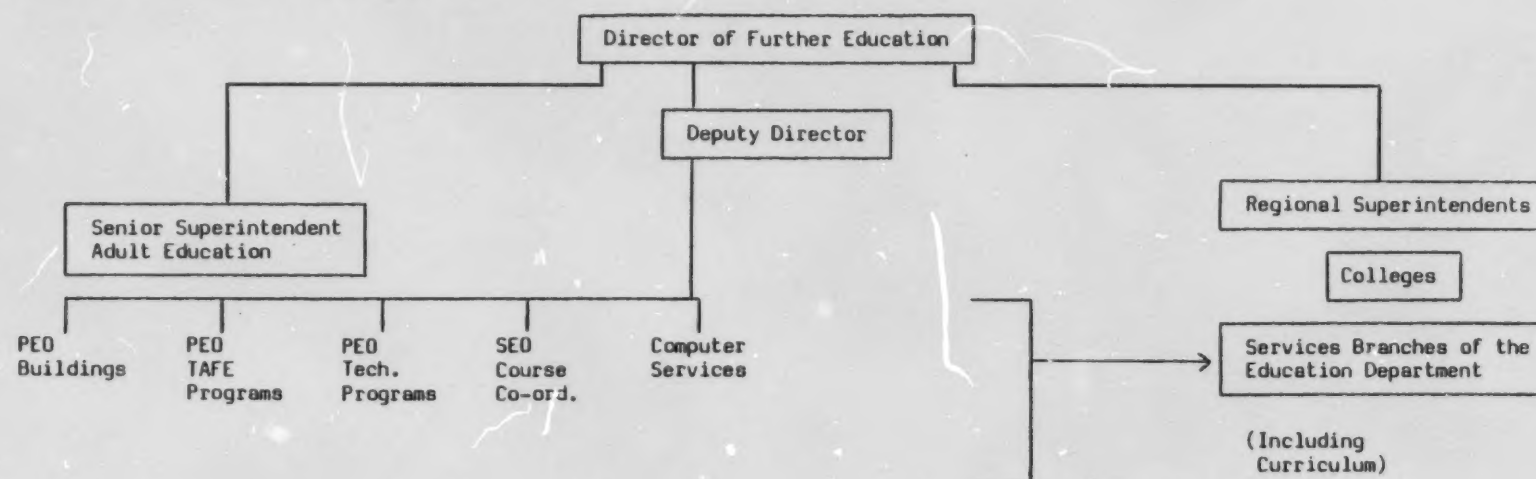
The Division was formed in January, 1979 when the Adult Education Branch, TAFE and the Matriculation Colleges of the Education Department of Tasmania were placed under the organisation and administration of the Director of Further Education, who heads the newly formed Division. The following two diagrams show the structural relationships which exist between the Division of Further Education and the Education Department of Tasmania.

Figure 1 - Education Department Directorate



NOTE: There are also three Regional Directors responsible for maintenance, minor works and staffing within their region.

Figure 2 - The Division of Further Education



The TAFE Industry relationship is maintained through a number of channels:

- . The Further Education Council, which has strong industry representation and concerns itself with the broader issues of technical training trends in Australia and in Tasmania in particular. The Further Education Council advises the Director of Further Education, and in doing so assists in the forward planning of the Division.
- . The college councils which provide inputs of vocational education/training needs (mainly of a local nature).
- . The state advisory committees, also with strong industry representation, address themselves to specific study areas and the courses which are designed to meet those study area needs.

There is no curriculum research and development branch within and peculiar to the Division of Further Education, but a Curriculum Branch forms a component of a separate Directorate of Services, which is planned to provide a range of support services to the whole of the Tasmanian Department of Education.

In the absence of a TAFE Curriculum Research and Development Branch, the main responsibility for the whole range of TAFE Curriculum Development, whether it be a major review of an existing course or a new programme, lies with the State Advisory Committees. These committees are established to cover the many strands of TAFE programmes and may be described as study area committees.

Under existing Education Department Regulations (128 and 129) a state advisory committee shall be appointed for a nominated TAFE course to advise the Director of Further Education on the various aspects of the particular course:

- (a) course curriculum, syllabi and general provisions;
- (b) community needs;
- (c) related changes, trends and developments in industry/commerce;
- (d) any matters referred to it by the Director;
- (e) matters, within the terms of sub-para (a) to (d) above, which may be referred to it by either the co-ordinator, appropriate technical college sources (principals, college councils, local committees), community and employer groups, employee or professional/industrial organisations;
- (f) the formation and terms of reference of sub-committees to consider aspects of above matters and report back to the committee accordingly.

Each state advisory committee has a direct link with the Division of Further Education through a State Co-ordinator, who is a staff member of a technical college and a specialist in the study area for which the State Advisory Committee was established.

State advisory committees have the power to set up sub-committees to carry out curriculum development duties, usually chaired by state co-ordinator. By regulation state advisory committees comprise: the state co-ordinator and representatives from the appropriate employer, employee and professional/industrial organisations.

The state co-ordinator for the particular study area is always the advisory committee's executive officer and may be at the same time elected as chairman. The state co-ordinator is given the responsibility and the power of reporting directly to the Director of Further Education. By regulation the state co-ordinator's duties are:

- . Be responsible to the Director in respect of his duties as co-ordinator as set out below.
- . Be a full voting member of the state advisory committee.
- . Be responsible for the secretariat of the state advisory committee as detailed in para. 6 above.
- . Co-ordinate the work of such sub-committees as are recommended by the state advisory committee and approved by the Director and subsequently submit the sub-committee reports to the committee.

- . Liaise with the relevant professional/industrial and educational organisations and report to the state advisory committee and the Director accordingly.
- . Undertake close liaison with the Head Office and with the Principals and staff of colleges, annexes and other places where TAFE courses are established in respect of technical resources, teaching methodology and course development (including approved seminars); the necessity to undertake some traveling in discharge of these duties is recognised.
- . Advise the Director, having consulted with the state advisory committee if necessary, on syllabus interpretation, exemptions from class attendance, granting of status (subject exemption), the appointment of examiners and moderators for external examinations, examination procedures and queries and any other matters referred to him by the Director.
- . Arrange meetings with other co-ordinators to examine any problems in overlap areas, e.g. Business Studies/Commerce, Engineering disciplines, Automotive Studies.

There is no structured curriculum development model as such, but a clear and recognisable procedural path exists for the curriculum development of TAFE courses.

In theory and practice the main performers in the curriculum development processes are the state co-ordinators and the state advisory committees. As may be seen from the foregoing, the state co-ordinator works directly with and through the state advisory committees.

- * Although there are specific duties laid down in the Education Department Regulations for both the state co-ordinators and the state advisory committees, there is a large measure of freedom of action.

Freedom to pursue each course curriculum development in the most effective way allows the system some flexibility.

Curriculum developers of TAFE courses in Tasmania do not have the official structures of curriculum research and development found in the larger more populous states, to allow large scale industrial surveys to be mounted to supply data on educational needs and demand (although some have occurred). Consequently curriculum developers (usually the state co-ordinators), make strong use of similar, relevant existing programmes in Australia as a whole, and sometimes New Zealand and overseas sources are explored.

The use of existing courses to provide structure and content for a course to meet a local or state educational training need is widely practised throughout Australia, but where well established curriculum research and development branches or sections peculiar to TAFE Departments or Divisions exist, the outside information generally reinforces the data gathered by structural and occupational analysis and skill performance profiles following properly executed job descriptions.

While curriculum development of TAFE courses in Tasmania is occurring with a measure of success through the process of adapting existing relevant courses from outside sources to the local and state educational/training need, much could be done to formalise and improve the training of state co-ordinators, the college staff sub-groups with which they work and the state advisory committees. Formal training in the processes of curriculum management, planning, design and development is essential for the efficient development and delivery of any educational programme. Staff development within a TAFE context and the establishment of a TAFE curriculum research and development section to oversight the management, planning, design and development of TAFE courses, would allow a more efficient and quicker provision of TAFE vocational programmes.

The concept of state co-ordinators working with and through state advisory committees is a good one and would be greatly enhanced by the adoption of a well defined curriculum development procedural model or system. Such a model would ensure better documentation of the curriculum submission to the departmental final approving authority.

The structures outlined above would assist college principals where TAFE programmes are initiated through sub-groups of college staff working with state co-ordinators, to provide better back up data, especially relating to resources, to the state advisory committees for final submission to the approving authority. The establishment of a TAFE curriculum research and development section within the Further Education Division would provide a direct link between the state co-ordinators and a nucleus of specifically training persons in the area of TAFE curriculum research and development. The section would provide essential staff development not only for state co-ordinators, but to college staff who could be seconded to the section for the curriculum development of specific TAFE vocational courses.

At the time of the project manager's visit to Tasmania, a committee had been set up within the Education Department of Tasmania to examine the role of the Services Branches of which curriculum development is a part.

Recent information from the Tasmanian Further Education Division reveals that the Division is about to introduce a curriculum model along the lines of the Instructional Systems approach adopted by Victoria, and a new Course Approval/Accreditation System. The Staff Development Programme leading up to the introduction of the Instructional Systems Model (see Victoria Overview) commenced in November, 1980 and has continued through 1981.

FINDINGS

- . There is no separate curriculum/research/assessment branch within the Division of Further Education. Support services for TAFE courses: curriculum development activities are supplied by the service branches of the Education Department.
- . The State Standing Advisory Committee of study areas are the main agencies for TAFE courses curriculum development in Tasmania. The official responsibilities of the committees cover the full spectrum of course development from the recognition of the need and demand to the endorsement of the curriculum documentation for final approval submission.
- . The state co-ordinator of the study area is the central interface figure in the curriculum development activity of new/adaption/reviewed courses. The state co-ordinator is the link person between the Division of Further Education and the state advisory committee of the study area. The co-ordinator is always the executive officer of the advisory committee and its syllabus sub-group(s).

RECOMMENDATIONS

- . That a separate branch/section to deal with the curriculum research and development of new and revised TAFE courses be established within the Division of Further Education and that this branch/section have direct links with the other service sections of the Education Department, the state standing advisory committees and state course co-ordinators.
- . That structured programmes of staff development be established for the training of state course co-ordinators, senior subject experts in colleges and interested members of advisory committees in the theory and practice of curriculum development.
- . That a formal procedural scheme be designed for the curriculum development of TAFE courses covering new initiatives, major reviews of existing courses and the adaptation of external programmes.
- . That policy statements (guidelines perhaps) be expressed on a uniform procedure for the submission of course proposals for final approval. The design of a fairly uniform syllabus document would enhance the submission of course proposals.
- . That the Education Department of Tasmania, through its Further Education Division, liaise with the other TAFE authorities in Australia on the subject of a common classification and nomenclature for TAFE awards.

VICTORIA
TECHNICAL AND FURTHER EDUCATION
ORGANISATION AND ADMINISTRATION

AN OVERVIEW

Technical and Further Education in Victoria is administered by the Technical Schools Division of the State Education Department on behalf of the Director-General of Education.¹

The Director-General of Education is assisted by a Deputy Director-General and four Assistant Directors-General, who are responsible for: Personnel, Finance, Buildings and Curriculum and Planning.² The Education Department has two ministers who are responsible for its operation: the Minister for Education and the Assistant Minister for Education (the Minister for Educational Services).

Further sub-divisions of the Department are headed by directors and these directorates cover the teaching and support service areas (see Figure 1, appended).

TAFE in Victoria involves the Ministers of Education, Agriculture and Labour and Industry;³ through the Technical Schools Division of the Education Department in the main, the Agricultural Colleges and the Industrial Training Commission. For the purpose of this investigation the organisation and administration of the Technical Schools Division will be the main area treated, because it is the vehicle for mainstream TAFE in Victoria. This situation is currently under review with the formation of the TAFE BOARD and the appointment in April of an Acting Director of TAFE.

TAFE courses are available through thirty two Technical Colleges, the TAFE sections of eighty secondary technical schools, the technical components of eleven high schools, and through several continuing education centres.

In addition, over forty courses and some two hundred individual subjects are available through TAFE OFF-CAMPUS Studies Network. The Council of Adult Education provides many classes in non-vocational areas.

The Curriculum Board of the State Council for Technical Education is the top curriculum policy making body involved with TAFE and advises the Minister of Education on TAFE matters, especially on technological change and the need for TAFE programmes to meet vocational education and training. (Under the current re-structuring scheme the Council has been replaced by the TAFE BOARD and the Curriculum Board by the Curriculum Committee of the TAFE BOARD.)

Footnotes 1, 2 and 3 - see over.

FOOTNOTE 1

situation has changed as a result of the establishment of the TAFE BOARD.

At the time of the investigation the Technical Schools Division of the Education Department was the Victorian TAFE Authority. On 1 July, 1980, the TAFE BOARD was established and derived its functions and powers from an Instrument of Delegation under Section 15a of the Post Secondary Education Act. The TAFE BOARD is a creation of and is ultimately responsible to the Victorian Post Secondary Education Commission and is now the TAFE AUTHORITY. The State-wide administration and implementation of the policy of TAFE will be undertaken by a small group responsible to the TAFE BOARD and the Education Department remains one of the TAFE providers.

The Minister of Education and the Minister of Employment and Training are jointly responsible for TAFE. The Minister of Employment and Training has prime responsibility for TAFE Budgets. The Director of TAFE will be appointed in October 1981 and at the same time the major Education Department Technical Colleges will be separated from the control of the Education Department. In the new structure the Director will be known as the Managing Director of TAFE and he will be supported by four Managing Directors of: Programs, Personnel, Finance, and Facilities. A genuine attempt has been made to ensure that these four fundamental areas are closely linked.

The TAFE BOARD is also establishing Regional TAFE BOARDS which are subject to the direction of the TAFE BOARD and are to make decisions and recommendations within the TAFE BOARD policies and guidelines.

FOOTNOTE 2

This is likely to change with the State Government's implementation of the restructuring of the Education Department.

On 10 December, 1980, a State Government White Paper on "Strategies and Structures for Education in Victorian Government Schools" was tabled. On 23 September the Government announced the major elements of this restructuring. Possibly the most significant feature of this restructuring is the collapsing of the traditional departments of Primary, Secondary and Technical and the creation of new powers for regions and regional directors. The central administration has been reduced considerably in size. The recommendations are for a Director-General of Education, a Deputy Director-General, and Executive Director (Personnel and Resources) and an Executive Director (Educational Programs).

FOOTNOTE 3

In 1980 the Ministry of Employment and Training was also included. This Department was created early in 1981.

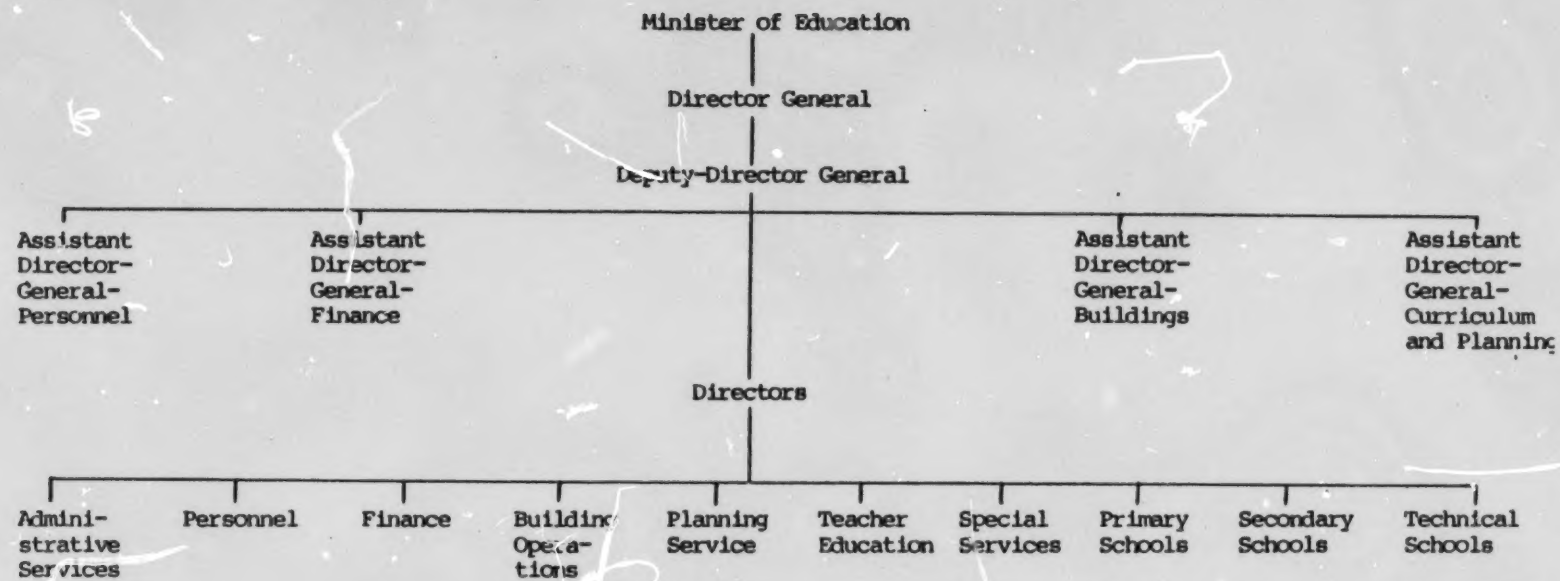


FIGURE 1

FIGURE 2

Organisation Technical Schools Division

Outlined below is the structure of the Technical Schools Division.

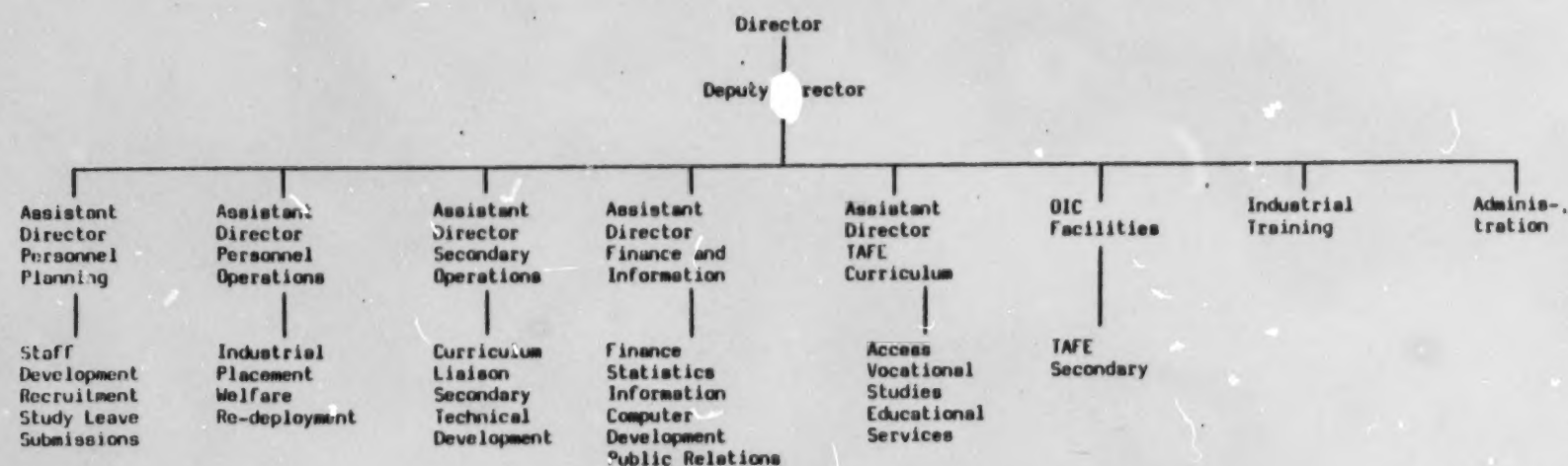
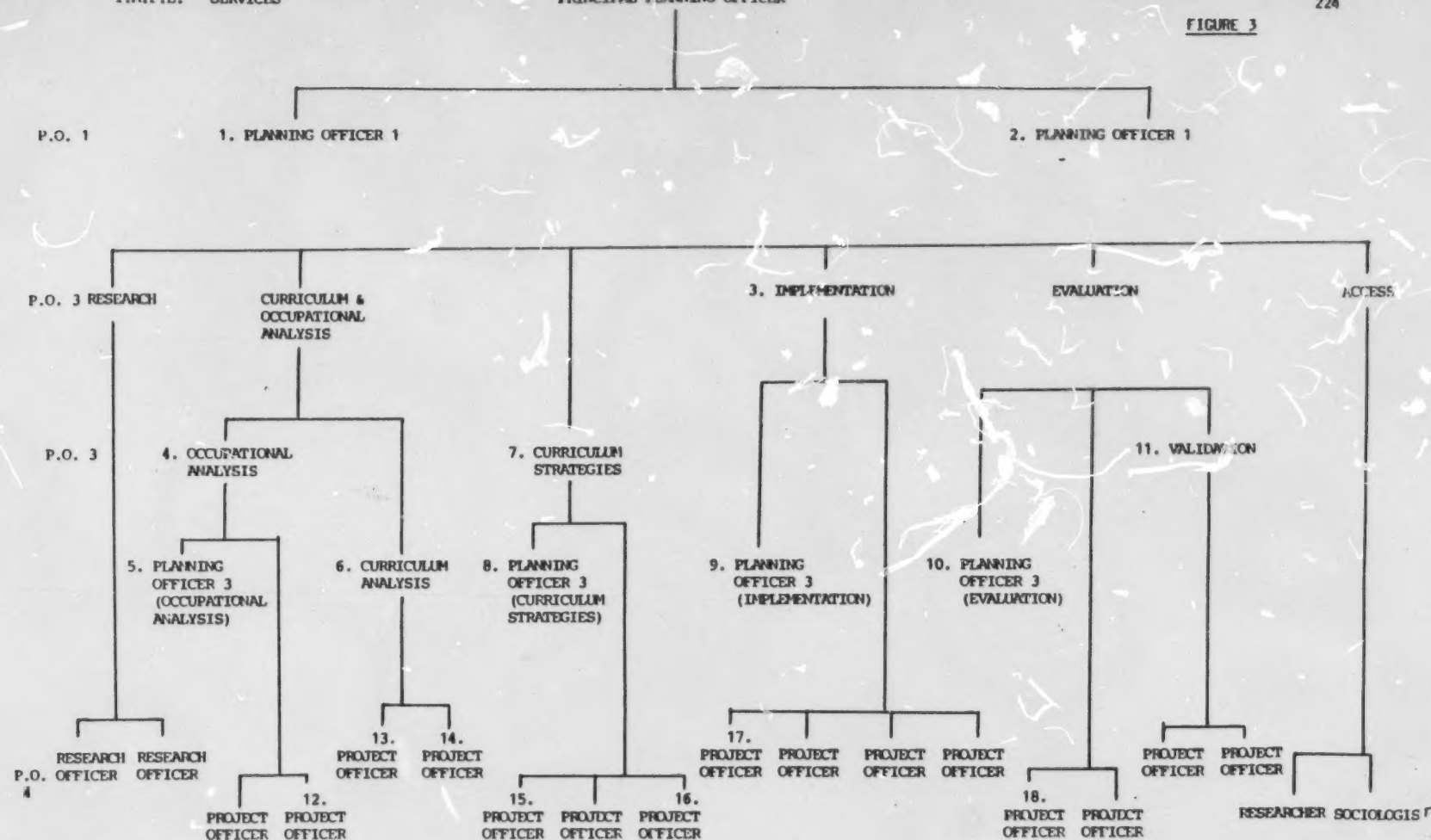
Organisation Chart - Technical Schools Division

FIGURE 3



*Occupied position, possible consequential ☐ Occupied position, no advertisement at this stage ☐ Established position, to be referred to commit ☐

The Council's main sub-group is the Curriculum Board, which is largely responsible for the approval and accreditation of TAFE new and revised courses. The membership of the State Council for Technical Education comprises well placed persons from industry, commerce, education and the general community. The advice of the Council assists in the overall planning of TAFE in the State.

At the interface of industry and commerce and the Technical Schools Division, are the study area Standing Committees. These industrially based committees keep a watching brief on the relevancy of existing vocational programmes and the need for new courses in the light of technological changes and other trends affecting their particular occupation or industry. Within the trade area the structure of the study area Standing Committees ensures a constant review of course content and this function is enhanced by the close liaison between the Standing Committees and the trade committees of the Industrial Training Commission. In non-trade areas the review is the responsibility of the Curriculum Board, which calls for the review (audit) of two major fields of study each year by assessing current numbers of students, potential students and course relevance. However, this has not been strictly implemented.

The study area Standing Committees are closely related to TAFE and have an immediate responsibility for TAFE curriculum development. However the Technical Schools Division makes use of a range of other committees and services to assist it with its overall function of providing TAFE to the general public, e.g. public relations, computing, staff development, external studies committees and TAFE SERVICES (a unit within Planning Services, which is responsible for the provision of curriculum development services).

The Industrial Training Commission is responsible for overseeing the industrial training of apprentices in proclaimed trades during the indenture period, while the Director of Technical Schools is responsible for providing the institutional training according to the Apprentices Act.

The ITC have a number of trade committees which advise the Commission on the relevancy of the TAFE courses content and standards as they affect trade apprentices.

The Technical Schools Division is the main sector of TAFE and is assisted in its research, planning, design and conduct of its educational/training programmes by two sister divisions of the State Education Department.

The division of Planning Services through the sub-divisions of TAFE Services (Curriculum), Facilities Planning Unit, and Statistics, assist with curriculum development consultancy and research data. The Teacher Education Division has the responsibility for TAFE Staff Development.

Other divisions of the Education Department give support services such as stores, transport, legal advice, management services, computer services, building operations, industrial relations, counselling and advice on special education. Assistant Directors within the Technical Schools Division co-ordinate support services required by the Division. (See attachment section of this overview for structure of Technical Schools Division.)

In the context of curriculum development processes, which is the main concern of this project, the duties and responsibilities of the Assistant Director (TAFE Curriculum - to be renamed Development and Operations under restructuring plan) are most relevant.

The Assistant Director operates through a board of Study Area Inspectors (to be renamed Field Supervisors).

Under the new structure the Field Supervisors work through Heads of Study Areas and Executive Officers.

Structurally Field Supervisors are located at Head Office, while Heads of Study Areas, although Head Office appointees, are college based. The Executive Officers are selected from college staff to become the main executive link between the Head of Study Area and the sub-committee (syllabus committee - working party etc.) of the study area Standing Committee. While the Executive Officer of a study area is a fixed structural position, the sub-groups of the Standing Committee may or may not be permanent entities. A divisional policy paper: TAFE Document 1980/19; is listed in the attachments to this overview.

The Field Supervisor is organisationally responsible to the Assistant Director (TAFE Curriculum) for the management and development of State TAFE programmes within a field of study throughout the State. He is linked to the Head of Study Area, who is subordinate to him, and liaises with Standing Committee members and college Principals on TAFE curriculum matters. The Field Supervisor has an oversighting role within his field of study.

The Heads of Study Area have State-wide responsibility for monitoring and co-ordinating programme development and management within a study area, especially in matters of course design, implementation, planned conduct of courses and deployment of resources. The Head of Study Area's immediate subordinate executive position is the Executive Officer. Like the Field Supervisor, the Head of Study Area also liaises with the Standing Committees relevant to the study area and with the college Principals and staff, especially the Executive Officer of a curriculum development group or sub-committee working on a course of study.

The Executive Officer provides the curriculum (study area) standing committees with professional support through the co-ordination of industry and education representation on that committee.

Executive support involves the provision of agendas, minutes and summaries of meetings and the drawing up of syllabus and general curriculum development documentation.

The above passages give some detail of the current structure and organisation of the Technical Schools Division as well as aspects of its earlier approach to curriculum development prior to the establishment of TAFE SERVICES within the Department's PLANNING SERVICES DIVISION.

The Education Department of Victoria is a complex hierarchically structured centralised system, although regionalisation exists. The Technical Schools Division reflects the central approach in its procedure for curriculum development as expressed through the Instructional Systems Model. (See diagram in attachments.)

Prior to the official acceptance of the Instructional Systems Model which was researched and developed by TAFE SERVICES, curriculum development in TAFE in Victoria was flexible and pragmatic and continues to be in some cases. This earlier approach is reflected in some of the case studies used in this project. e.g. the certificate course in Quarrying.

No set curriculum model was imposed, in fact several models or adaptations of models were used and a strong tradition of local initiatives existed, and to a degree still does. e.g. the development of the LPG Tuning and Maintenance Post Trade course, which was a local initiative making use of certain aspects of the Instructional Systems Model.

The approach is a new direction in developing TAFE Curricula in Victoria and is being supported by important elements within the Division. e.g. the approach has the full support of the Curriculum Board of the State Council for Technical Education, the State Council, the Industrial Training Commission, TAFE Services, the Head Office of the Technical Schools Division, and is winning support from the colleges and the study area standing committee.

Supporters of the systems approach claim that for the first time in Victorian TAFE, all the curriculum processes are clearly defined and expressed through a series of inter-relating organisational steps, and that the system has inbuilt quality control mechanisms through evaluation and validation. Its supporters claim that the system draws together related aspects of training, which in the earlier approach stood in isolation. The model is claimed to be objective, student/task oriented and assessed by criterion-referenced tests based on behaviourally expressed terminal objectives, in other words the systems approach to syllabus design is one of objectivity where the efficiency of training should be measured by practical, visible performance on the part of the student through criterion-referenced tests on a "go - no go" basis. It would appear from such claims that a systems approach would be very effective in "on-the-job" training situations in industry or in skill centres.

Critics of the systems approach to curriculum development claim it is too mechanistic and that it tends to miss out on the cognitive and effective areas of learning, that it is too task centred and behavioural, that it may be the right approach for skill training, but not for conceptual and analytical thinking, that it should not be used for courses such as middle level certificates where attitudinal and creative qualities are called for. Whatever merits or demerits the model may have it is clear that it is being introduced into the curriculum development of new and revised courses in Victorian TAFE through the Technical Schools Division and will gain further support in the future.

The essential part of curriculum development is the accurate investigation of the expressed need in order to establish its viability and to measure its demand. To be able to do this effectively proper mechanisms should be available and trained manpower on hand to effect the activity. Certainly these mechanisms will be part of the systems approach, although currently more development work needs to be done in this area. Staff development and curriculum development are not closely related but the staff development responsibility currently lies with the TAFE Staff Development Standing Committee, with the day to day operation carried out by a group of officers seconded to the Teacher-Education Division. The role of the Committee includes overseeing programmes aimed at updating of teachers' knowledge of curriculum in general, improving professional competence, gaining skills in the use of educational technology and the development of managerial and leadership skills.

Field Supervisors, Heads of Study Areas and Executive Officers of syllabus sub-committees all play an important role in organising training programmes for college staff in the curriculum development processes. The programmes have been mounted and operated by Technical Schools staff with financial and other support from TAFE STAFF DEVELOPMENT. The involvement of college staff in assisting with occupational analysis and other educational research activity is via secondment to TAFE SERVICES which is responsible for training such staff and supervising such projects.

In the whole range of curriculum development processes the submission of the curriculum proposed for final approval and/or accreditation is the final act before the course is given approval for general implementation in the teaching institution(s). TAFE courses can be piloted without CURRICULUM BOARD approval.

Victorian TAFE proposals for new and revised courses are submitted to one of two official approving bodies.

The Industrial Training Commission approves apprentice and trade related courses (e.g. pre-apprentice) and the State Council for Technical Education approves all other TAFE proposals with the exception of recreational leisure type courses. The submission of new and revised course proposals for final approval and accreditation should be through well developed documentation, especially the information which the approving body must have to make a valid decision in light of the relationship of the proposed curriculum to

the total TAFE commitment within the State. As yet no standard syllabus format has been agreed to although a consensus has been reached on what should be included in the document.

The Division has laid down a series of policy instructions which closely relate to curriculum development processes, especially the procedures for the submission of the overall curriculum document for final approval. The policy documents are: Guidelines for Planning and Developing Middle Level Programmes, Circular 1978/4; Guidelines for Developing Further Education Certificates - TAFE Curriculum Policy Instruction 1979/1; the TAFE Document on Field Supervisors and Heads of Study Areas - 1980/19; the Standing Orders Relating to the Functions of the Curriculum Board; the Information Circular for Standing Committees 1978/1; the Planning Services Commissioning Instruction; the Procedures for Submission of Courses - TAFE Programmes, Information Circular 1978/2; and the Policy Instruction on Programmes and Classification, 1979/4.

Field Supervisors, Heads of Study Areas, Executive Officers are not well versed in these policy statements as was borne out at a seminar held in April 1981 for Heads of Study Areas. These officers monitor the curriculum document submission during its development and its passage to the approving body.

SUMMARY

There is no separate Department of Technical and Further Education in Victoria. The Technical Schools Division of the State Education Department is responsible for the greater part of TAFE programmes and these are mainly in the vocational education/training field.

TAFE programmes sometimes involve the administrations of four State Government ministers: Education, Agriculture and Labour and Industry and the Department of Employment and Training.¹ The Technical Division of the State Education Department, under the administration of the Education Minister, has the oversight of "mainstream" TAFE; the Minister of Agriculture is involved with vocational agricultural education through the Division of Agricultural Education of the Department of Agriculture; and the Minister of Labour and Industry² is involved in apprentice trade education through the Industrial Training Commission.

The Technical Schools Division is the main concern of this project. TAFE courses are available through technical colleges, secondary technical schools, high schools, continuing education centres, the TAFE Off-Campus Network, Department of Agriculture, CAEs and the Council of Adult Education.

1. This Department was created early in 1981.

2. This situation may change as the result of the formation of a new Ministry.

The State Council is the top official body on TAFE matters in the State and through the Curriculum Board approves the curriculum and accredits TAFE new and revised courses other than apprentice courses in proclaimed trades and recreational courses.

The approving and accrediting function is carried out by the Council's Curriculum Board.

Technical Schools Division Standing Committees keep a watching brief on the courses within their study area and are the endorsing bodies for proposed new and revised courses before being submitted for approval. The Standing Committees are strongly representative of industry.

A Divisional policy, through the Curriculum Board, calls for two year reviews (audits) of major courses in terms of current enrolments, future trends, course relevance. The Division makes use of a number of Standing Committees other than study area Standing Committees. e.g. public relations, computing, staff development, etc.

The Industrial Training Commission has a number of trade committees to advise it on apprentice training programmes. These trade committees work closely with Divisional Standing Committees.

The Technical Schools Division works closely with the Planning Services Division through TAFE Services for most support services associated with curriculum planning and development. The Teacher Education Division has the responsibility for staff development, which ideally should be linked with curriculum development.

Curriculum development of TAFE courses is the responsibility of the Assistant Director (Curriculum). The development phase is generally carried out by TAFE SERVICES. The Assistant Director (Curriculum) operates through a number of Field Supervisors, Heads of Study Areas, and college based Executive Officers.

The Field Supervisor has an overseeing role in a designated field of study on a State-wide basis. The Head of Study Area is a somewhat narrower scope and he/she has close links with the Standing Committees sub-groups working on curriculum development. The Executive Officer gives executive support to Standing Committees and related sub-committees.

The Victorian Education System is complex and centralised, but there is also a strong tradition of local initiatives in TAFE.

Curriculum development has traditionally been pragmatic and flexible and continues to be so in certain areas. However there is a strong move to tighten up by the introduction of an Instructional Systems Model. (See Attachment 4.)

The new direction will bring together, in a unified way, curriculum development processes which in the past were isolated.

There is an expectation that uniform documentation of curriculum proposals will ensue from the systems approach, especially uniformity of the syllabus document. Other advantages of the systems approach lie in better occupational analysis and more meaningful job descriptions.

The Division has established a series of policy statements and instructions dealing with curriculum development. These documents, together with the systems approach are expected to raise the efficiency of the Division's operation in the recognition of training needs, the planning, management, research methodology, course design, approving procedures, piloting, evaluation and validation. The systems approach has its critics, some of whom claim it is too task oriented and tends to miss out on the cognitive and effective areas of learning.

FINDINGS

- . The Victorian Education Department's Technical Schools Division is the main vehicle of 'main stream' TAFE programmes and structurally and organisationally the Division reflects the Education Department's centralised system of operation.
- . Two major service functions, staff development and curriculum development, are carried out by units under the direction of a division separate to the Technical Schools Division, using TAFE Staff Development (an administrative group) attached to Technical Education Division, and TAFE SERVICES, attached to Planning Services.
- . The Technical Schools Division has an official and clearly stated policy on the indepth reviews of TAFE vocational courses; the policy calls for two major reviews (audits) of two major fields of study each year. Up to the present time the mechanism has not functioned to the level of the expectation of the Division. However, with the current restructuring of the organisational administrative operation of the Division and the policy of introducing a systems approach to the processes of curriculum development, the review mechanism may function more effectively.
- . There is a strong bid within the Division to implement a well designed systems model for the curriculum development of TAFE courses. The Systems Model appears to be student behaviour centred where course content is based on the achievement of enabling and terminal objectives derived from selected occupational tasks revealed by the analysis of a structured occupational survey.

The criteria of effectiveness of the course is on evaluation of the competency or established skill performance level expressed in student learning outcomes measured by a mastery learning assessment scheme. This evaluation is often carried out during the

piloting phase of implementation. In the assessment of the learning of practical skills, the system calls for a criteria referenced assessment based on a "go - no go" outcome.

- . Critics of the Systems Model see it as overly mechanistic and that it tends to overlook the cognitive (conceptualising) and effective (attitudinal) aspects of the learning process.
- . The curriculum development of new and revised TAFE vocational courses has traditionally followed an ad-hoc and flexible approach; this flexibility is evidenced in the case studies of the report, e.g. the local character of the development of the Certificate Course in Quarrying.

This freer approach to the curriculum development processes may be explained by: the size of the total TAFE programme in Victoria; by the policy of regionalisation; the several crosslinking, but autonomous agencies developing and delivering TAFE vocational programmes (e.g. agricultural programmes developed under the control of the State Department of Agriculture); and the urgency of the curriculum development exercise (e.g. the political implications surrounding the need to quickly mount an LPG Mechanics course).

- . The concept of Field Supervisors, Heads of Study Areas and Executive Officers as key persons in the curriculum management of TAFE vocational courses under the recent plan for the restructuring of the Technical Schools Division, is an attempt to centralise and rationalise the curriculum development processes. The restructuring of the organisation and administration of the Division, coupled with the introduction of the Systems Model and the policy of modular arrangement of TAFE vocational courses, all point to the Division's plan to rationalise and upgrade the responsiveness to an educational need and its delivery to the client groups as a valid learning programme within a reasonable period.

Only time will tell whether the Division will achieve its stated aim in the context of the total TAFE programme in Victoria. It may find there will always be a need for a measure of flexibility and resort to an ad hoc approach to cope with special circumstances surrounding some vocational courses. e.g. courses linked, but external to the Division, and in regions where the need is localised.

- . Currently the format of the syllabus documents being submitted for final approval vary in format and content.

No doubt when the effects of the restructuring of the Division, the further spread in the use of the official curriculum model, and the several guideline papers on procedures take further effect, more uniform documentation for final approval will appear.

RECOMMENDATIONS

- . That the Technical Schools Division continue to pursue its policy of indepth curriculum review.
- . That the systems approach to the curriculum development of TAFE vocational courses be modified in its application where the learning outcome may require a greater emphasis on the need to conceptualise, be creative, to identify with people, to improve attitudes, to raise the level of a self concept and other aspects of effective learning.
- . That a decision be made at Division Head Office level on a uniform format and content for syllabus documents being submitted for final approval.
- . That an allowance be made for a measure of freedom for syllabus sub-committees/working parties to select the most appropriate curriculum development processes (within the context of the curriculum model) in special circumstances.
- . That policy of standing study area committees be sustained and that a policy of membership tenure be investigated, to ensure that the membership reflects the 'state of the art' of the study area.
- . That the Technical Schools Division, negotiate with the other Australian States and Territories a national conference to discuss a nationally acceptable common system of classification and nomenclature for TAFE awards.
- . That closer links between the functional areas of TAFE staff development and curriculum development be developed to ensure a more comprehensive approval to curriculum implementation.
- . That a stronger link be established between the curriculum management/implementation operation and the curriculum development phase of a TAFE new and/or revised course proposal.
- . That the State TAFE administrative body negotiate with other State/Territory bodies to rationalise the curriculum development processes in the development of TAFE courses which have national significance in order to avoid unnecessary duplication of effort. A rationalisation policy to be considered by the National Centre for Research and Development.

T80/1319
Technical Schools Division

EDUCATION DEPARTMENT, VICTORIA
TECHNICAL SCHOOLS DIVISION

TAFE Document 1980/19
Curriculum

Field Supervisors and Heads of Study Areas

A prime aim of the State TAFE curriculum master plan is to provide a framework for rational decision-making in the development and management of TAFE curriculum throughout Victoria.

In the process of satisfying the State's needs for resources and skilled manpower, regional community initiatives must be considered alongside Statewide standards and perspectives and, to an increasing extent, national co-ordination in appropriate areas.

In the long term it is proposed that a professional structure will be implemented within the strategy necessary for the development and management of TAFE curriculum in Victoria.

The structure will provide for a supervisor for each of the fields of study and, within each field, designated study areas will be administered by appointed personnel.

The titles for each role will be Field Supervisor and Head of Study Area respectively.

Interim arrangements will exist for at least 1980. Appointments will be made by secondment only in situations where the person considered to be most suitable is available. Thus, for at least 1980, some Head of Study Area positions will not attract appointments and the relevant Field Supervisor will assume responsibility, directly for the particular study area.

Field Supervisors will be derived from personnel within the Technical Schools Division Directorate while Heads of Study Areas, in this interim phase, will typically, be of at least Senior Teacher status, be college based and usually have a commitment within their college location. Ultimately, such officers should have senior responsibility within their field.

A. Field Supervisor:

1. Specialist Job Function - Field Supervisors provide advice to, and are responsible to, the Director of Technical Education through the Assistant Director of Technical Education (TAFE Curriculum) for the management and development throughout the State of programs within a field of study.
2. Organizational Relationships:
 - 2.1 Immediate superior executive position - ADTE (TAFE Curriculum).
 - 2.2 Immediate subordinate executive position - Head of Study Area.
 - 2.3 Other positions which influence the Field Supervisor's role -
 - Director of Technical Education
 - Standing Committee members - industry
 - education
 - College based personnel - Principal
 - relevant subject area.
3. Scope of the Role:
 - 3.1 To advise the Director of Technical Education and through that officer the State Council for Technical Education on the provision of TAFE programs within the relevant field throughout the State.
 - 3.2 To interpret the needs of industry for TAFE programs within a field as expressed by the standing committees of Technical Schools Division, the National Training Council Industry Committee, the Industrial Training Commission and its trade committees, colleges and other industry groups.
 - 3.3 To implement and support an instructional systems model which will give adequate attention to all the components of the curriculum development process such as occupational analyses, staff development programs, and implementation and evaluation including audit of courses.

3.4 To evaluate and plan the provision of programs in response to demographic, industrial, technological and social change.

B. Head of Study Area:

1. Specialist Job Function:

Heads of Study Areas have Statewide responsibility for monitoring and co-ordinating program development and management within the study area, especially in matters of course design implementation, planned conduct of courses and deployment of resources.

2. Organizational Relationships:

2.1 Immediate superior executive position - Field Supervisor.

2.2 Immediate subordinate executive position - Executive Officer.

2.3 Other positions which influence the Head of Study Area's role -

Director of Technical Education

Assistant Director of Technical Education (TAFE Curriculum)

Standing Committee members - industry

- education

College based personnel

- relevant subject area

- Head of Department

- teachers.

3. Scope of the Role:

3.1 To represent the Director of Technical Education on industry based curriculum committees, working groups and, where appropriate, the committee of outside organizations.

With industry based curriculum committees it is the Head of Study Area's responsibility to ensure that the guidelines for the operation of TAFE Standing Committees are followed - see document T78/1133.

3.2 To advise the Field Supervisor on the co-ordination and rationalization of programs within and between regions.

3.3 To advise the Field Supervisor on the deployment of resources:

personnel - qualifications, conditions of employment, nature of initial and continuing education;

facilities - equipment, accommodation, finance requirements.

3.4 As the representative of the ADTE (TAFE Curriculum) to supervise the preparation and implementation of project briefs being conducted by TAFE Services.

3.5 To prepare predictions of future program developments by stream and stage location on a Statewide and regional basis so that planning for facilities and personnel can proceed.

3.6 To participate in the compilation and assessment of educational specifications proposed for regions and colleges.

3.7 To respond to requests for information, advice and administrative support from the office of the ADTE (TAFE Curriculum) which may or may not be responding to associated organizations such as the Curriculum Board, Industrial Training Commission, National Training Council, Liaison Committee of Sub-Professional Courses, etc.

C. Executive Officer (Role unchanged):

Executive Officers provide curriculum standing committees with professional support through the co-ordination of industry and education representation into establishing perceived needs, setting curriculum project tasks and meeting established goals.

Secretarial support should also be provided through the provision of meeting requisites such as agendas, summaries of proceedings and outwards/inwards correspondence.

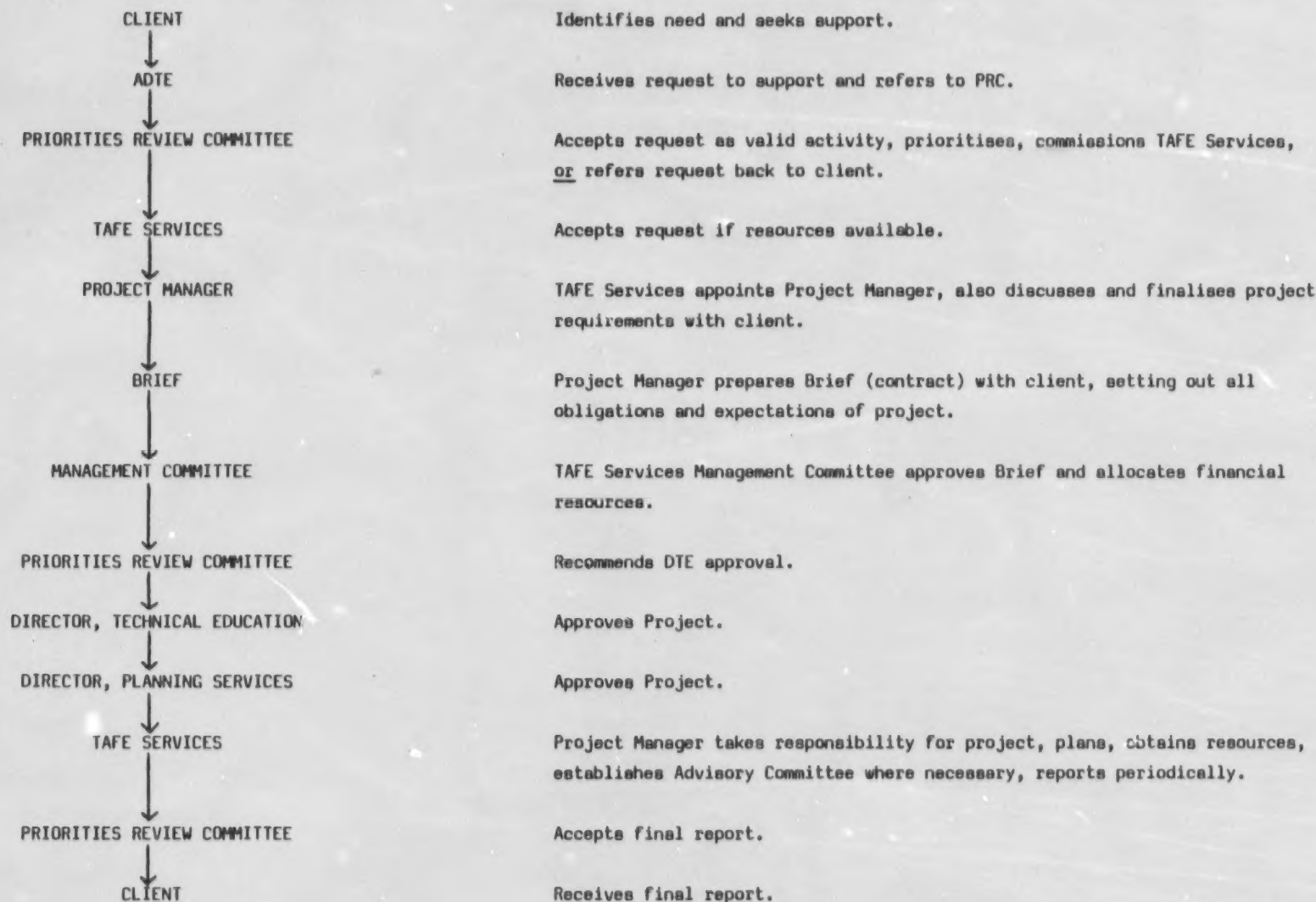
D. Curriculum Planning Officers:

Curriculum Planning Officers are appointed (or assigned) to TAFE Services to co-ordinate special projects briefs that may be developed at the request of the office of the ADTE (TAFE Curriculum).

The special projects brief may involve industry surveys, tests for course feasibility, course development and course implementation, etc.

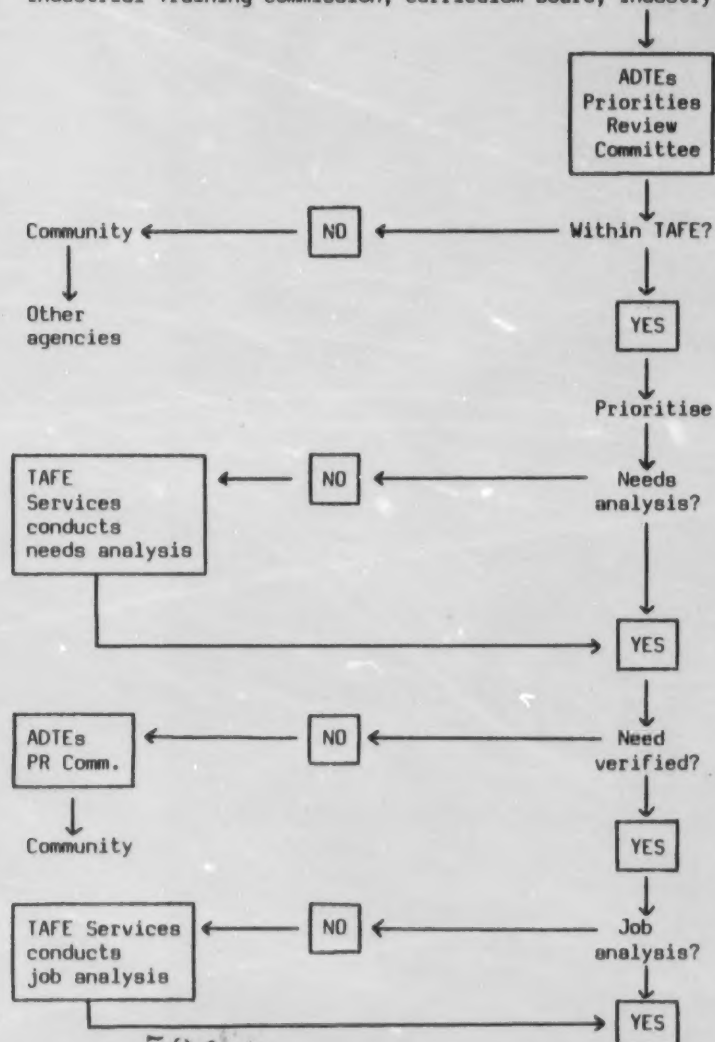
W.J. BONAEDO,
Officer-in-Charge,
Technical Schools Division.

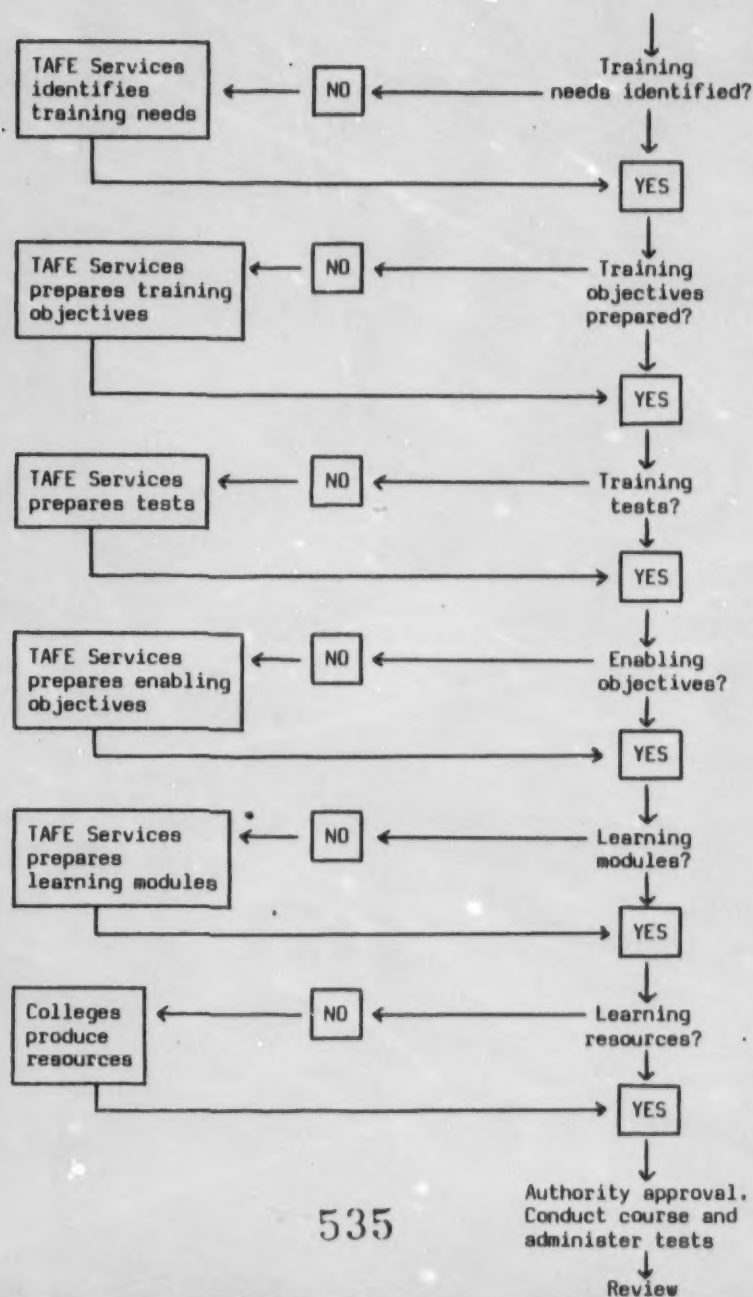
VICTORIA - CURRICULUM PROCESS - MANAGEMENT



VICTORIA
CURRICULUM PROCESS

Industrial Training Commission, Curriculum Board, Industry, Standing Committee





AN OVERVIEW OF THE SYSTEMS MODEL AS USED FOR THE CURRICULUM
DEVELOPMENT OF TAFE VOCATIONAL COURSES.

The following description of a systems approach to the curriculum development of TAFE vocational courses is selectively taken from
a TAFE Services, Planning Services publication entitled

Instructional Systems Model
As Presented
in
"A Systems Approach to Training"

The publication is a presentation of 1980 seminar notes on the above subject.

INSTRUCTIONAL SYSTEMS MODEL FOR VOCATIONAL EDUCATION

The investments in physical facilities, equipment, and the operation of vocational programmes in technical education require a similar investment in the improvement of curriculum. The quantitative growth of vocational education is an established fact. However, the future of vocational education rests with the improvement of curriculum to match this growth.

A plan for curriculum development within an education system will be affected by the philosophy and the standards of vocational education. TAFE in Victoria is in the process of adopting the curriculum model known as the Instructional Systems Approach. The model assumes that the philosophy of vocational education is that:

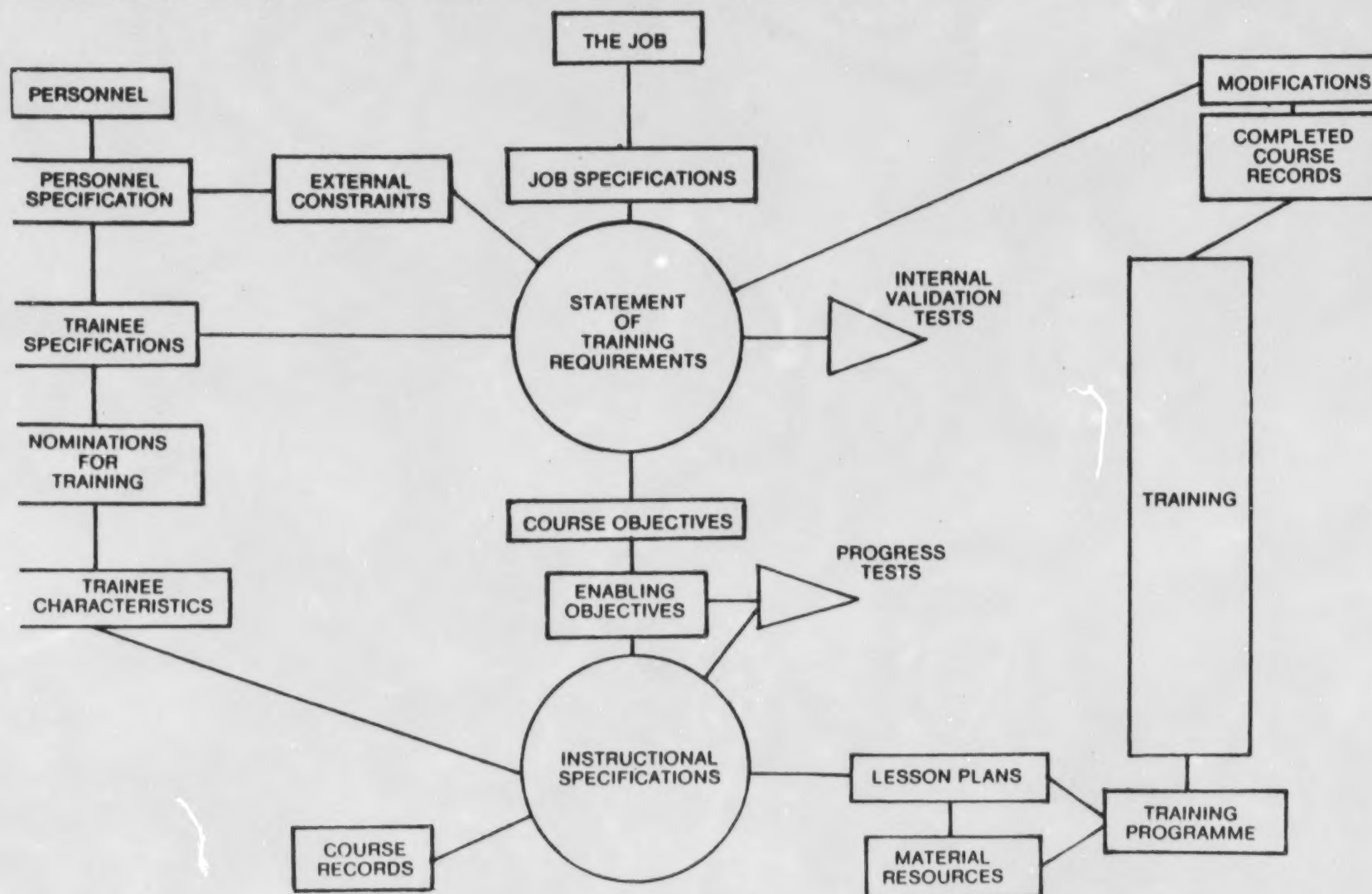
- (a) Learning takes place by doing. Before the learning can become complete we must put into practice what we are attempting to learn.
- (b) It prepares people for initial job entry and further recurrent training. As such it is a responsibility of State Education.
- (c) It is objective-centred and related to employment.
- (d) It is relevant to the social and the economic conditions of our society and to the maturity of the student.
- (e) It helps people to participate successfully in society.
- (f) It provides for the basic general education that is necessary for successful employment.

The systems model is a methodical and planned approach to curriculum development (hence the term "systems"). It is an integrated combination of resources, techniques, and procedures, reinforcing efficiently the functions required to achieve specified learning objectives in relation to the above premises. It insists that teaching techniques that are employed will not produce students who become victims of fixed habits and procedures bound by extreme specialisation. The model assumes that a NEED for a vocational course has been established.

The instructional systems model is characterised by objectivity, the use of criterion tests on go/no-go basis (i.e. students do not proceed until they have mastered a task) and functional context training to facilitate the transfer of school-learned skills to the job. The model enables the colleges, central divisions, employers, students, and teachers to participate in the formulation of curriculum.

The instructional systems model is a dynamic curriculum approach which attempts to establish an educational system which is efficient and ensures that graduates are competent and satisfied in their working environment. To assist students to become competent and therefore satisfied in their chosen vocation the "job" becomes the focus of vocational education. In this way students neither suffer from over-training nor under-training.

A SYSTEMS APPROACH TO TRAINING



SOME PRINCIPLES UNDERLYING THE ORGANISATION OF VOCATIONAL EDUCATION

- * Vocational education prepares people for initial job entry and continuing successful employment.
- * The occupational goal of vocational education is job-centred and related to employment.
- * Vocational education is relevant to the social and economic conditions of society and to the students' maturity level.
- * Vocational education provides for successful participation as a citizen in our society.
- * Vocational education equips students with a basic general education that is necessary for successful employment.
- * Individuals have the right to choose the occupation they desire.
- * It is the responsibility of public education systems to provide an education which enables the individual to be completely trained to achieve his occupational goal.

THE PHASES OF A SYSTEMS APPROACH TO TRAINING

1. The systems approach has several characteristics; it has definite inputs, processes, outputs and controls. The training inputs, processes and outputs can be defined and measured to ensure the efficiency of all parts. It is trainee-orientated and performance-orientated, and all processes are directed towards assisting the trainee to achieve what he must be able to do in his designated job. The approach is characterised by:-
 - (a) Relevance: Syllabus content and standards must be shown to be job relevant.
 - (b) Objectivity: It insists that the efficiency of training should be measured where possible by practical, visible performance on the part of the student.
 - (c) Quality Control: It establishes strong links between user and trainer in order to maintain job relevant instruction.
2. In planning a programme to train a person for a job, a number of questions must first be answered:-
 - (1) What skills and knowledge must the person possess to be able to perform the job?
 - (2) What standard of skill performance is necessary on the job?
 - (3) Which skills do not have to be learnt, i.e. - are already possessed by the trainee?
 - (4) Which skills can only be learned on the job, i.e. cannot be learned effectively on a training course?
 - (5) Which skills therefore can be effectively learned on a training course?
 - (6) What are the best methods of testing the trainee to see that he has achieved the required standard?
 - (7) What are the best methods of teaching the required skills in terms of available staff and resources?
 - (8) How may the efficiency of training in the school be controlled?
 - (9) How can the effectiveness of the trained person on the job be monitored, i.e. is he being effectively trained?
3. These questions indicate the number of components in a training system. The component parts may be divided into five separate phases:-
 - (a) Analysis
 - (b) Design
 - (c) Conduct
 - (d) Evaluation (internal feedback)
 - (e) Validation (on-job feedback).

ATTACHMENT 4 CONT'D

These phases are briefly described below:

(a) Analysis Phase

In the Analysis phase, the structure of the job is analysed and a duty/task inventory compiled. Where it is considered that a task must be learned on a formal course, this task is then stated as a training objective. The standards required by trainees in achieving training objectives are measured by carefully designed performance tests. When a task cannot be taught in a training school, it is scheduled for on-the-job training.

(b) Design Phase

Knowledge and skills required to achieve training objectives will have been identified in the Analysis phase. In the Design Phase a course is developed in which the specified knowledge and skills will be learned. The course so designed will take account of the best available methods and training aids.

(c) Conduct Phase

Although the Analysis and Design Phases may be carried out rigorously, training will still only be as good as the effort put into conducting the course. It is at this stage that the required learning will take place through interaction between the trainee, his instructor, and the learning materials. It is also at this stage that the trainee is tested to see if he has reached the standards defined in the performance tests. He progresses from here to the job.

(d) Evaluation

Evaluation is the process of assessing the quality of training given in the training school. Does the course achieve the training objectives it was designed to achieve? Does it achieve these objectives efficiently, making optimal use of available training aids? Are the trainees on completion of their course motivated towards the job they have been trained to do? This process is not to be confused with the next phase which is "Validation".

(e) Validation

Validation compares the training given on course with that required by the trainees to do his job. Can the trainee when he reaches his job perform the skills that were set out in the course, but which are not being taught, i.e. is he being undertrained? Or is he being overtrained - is he being taught skills on course which he does not require on the job? Is On-The-Job Training (OJT) given for skills not learned on course?

ATTACHMENT 4 CONT'D

4. Quality Control

The formal process of obtaining feedback information on the quality of training, both within the school and from the job, and passing this information to administrators who can act on it, is Quality Control. As such, Quality Control embraces both Evaluation and Validation. The process of continuous assessment and adjustment converts a Training Loop into a Training System.

5. The principles of training technology are simple and effective. Training objectives must be job derived; the successful design of training courses emanates from careful analysis of what the job requires. This analysis leads to preparation of training objectives and performance tests, followed by the design of a course to produce the required performance. In the design phase consideration must be given to methods and media that best achieve the objectives. Instruction is then conducted and learning tested. Feedback is derived by evaluation of the processes performed in the training school and validation of on-the-job performance to see whether the training system is effective. Information obtained in this quality control process may then be used to modify any or all of the sub-systems which comprise the complete training process. In this way training can be updated and improved.
6. The five phases have so far been considered in a broad sense. They provide a mode of thinking about training processes, but they do not give any insight into techniques. Before techniques can be considered the five phases must be broken down further into administrative steps. There are ten of these steps in the training system.

ANALYSIS

Step 1 - Analyse Job

The source of realistic and valid training objectives is the "man on the job". Therefore the first step in the development of instructional systems is to obtain information about the duties and tasks performed in doing the job. This is done by job analysis. Further identification of job requirements is continued in the process of task analysis, a process which breaks a task down into elements so that enabling skills, knowledge and attitudes required for satisfactory performance can be recorded.

Step 2 - Identify Training Requirement

Job data collected by job analysis details the dimensions of a job with all its variations in different types of employment. It would be extravagant to train every trainee for every task performed in his job, since some of these may only be performed occasionally. Secondly, there will be tasks and task elements, which the trainee can already perform and which therefore require no further training. Finally, some skills will be defined which can only be learned on the job, because of the nature of the skill, or because suitable training facilities do not exist elsewhere, or because of other training constraints. In all these cases it is necessary to identify from the total list of tasks those skills which are appropriate and feasible for course training, or for on-the-job training. The standards which should be met must be clearly specified for all training requirements.

Step 3 - Formulate Training Objectives

The step involves the translation of training requirements into training objectives. A training objective describes clearly what the man must be able to do on completion of his training, the conditions under which he must perform, and the standard at which he must perform. These objectives must be based on the job data but reflect what is feasible and desirable in the training situation. Above all, the statement must clearly convey the learning requirement.

Step 4 - Prepare Training Objective Tests

A test is constructed for each training objective clearly specifying the standards to be achieved by the trainee in attaining that objective.

DESIGN

Step 5 - Derive Enabling Objectives and Tests

Many training objectives require that subsidiary knowledge and skills be learned in order to achieve the training objective. These

ATTACHMENT 4 CONT'D

subaidiary skills and knowledge are specified as enabling objectives. Many enabling objectives will not require formal statements of conditions, standards and tests, as these will be inherent in the training objective specifications. But where enabling objectives do require separate tests these must be prepared.

Step 6 - Develop Learning Modules

The key learning points for each enabling objective, and the most appropriate methods and media need to be specified so that the objectives can be achieved efficiently and effectively. These are integrated to form a learning module or unit for each training objective.

Step 7 - Produce Learning Resources

The instructional and learning materials required for each module are now produced in the required quantities.

CONDUCTStep 8 - Conduct the Course and Administer Tests

The steps outlined above serve one major purpose: to facilitate the learning of skills through clearly defined training objectives.

EVALUATIONStep 9 - Interpret Test Results

Evaluation is concerned with the overall quality of training and as such it interacts with all the steps so far described. However, one important aspect of evaluation is the analysis of test results to determine whether training objectives are being achieved.

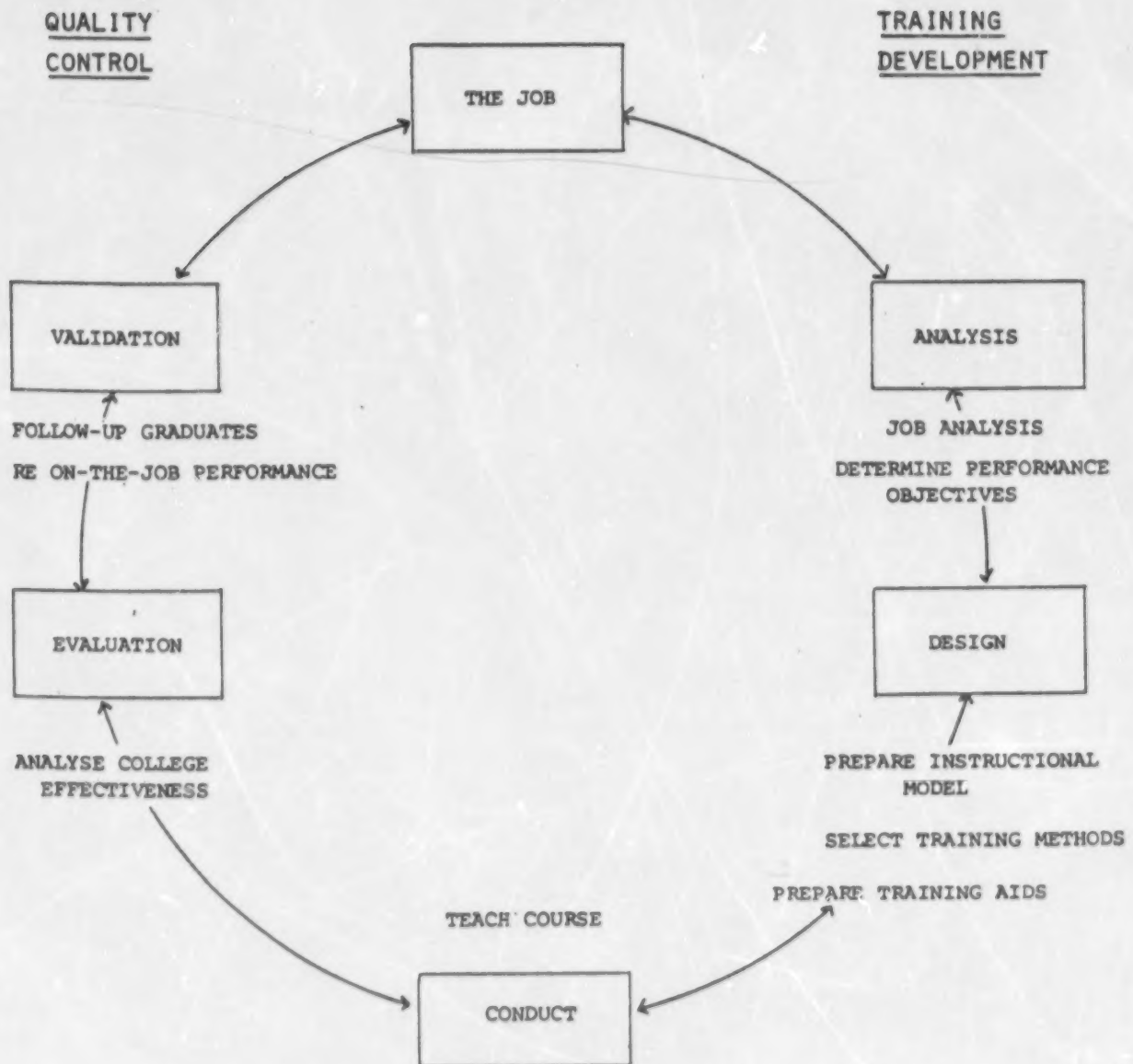
VALIDATION

Validation completes the system by ensuring that the graduate's training, both on course and subsequently, is appropriate for his job. Control information obtained may then be used to modify the preceding steps.

Adapted by Bruce Mackenzie from:
RAN Training Systems Manual,
Educational Technology, March 1978.

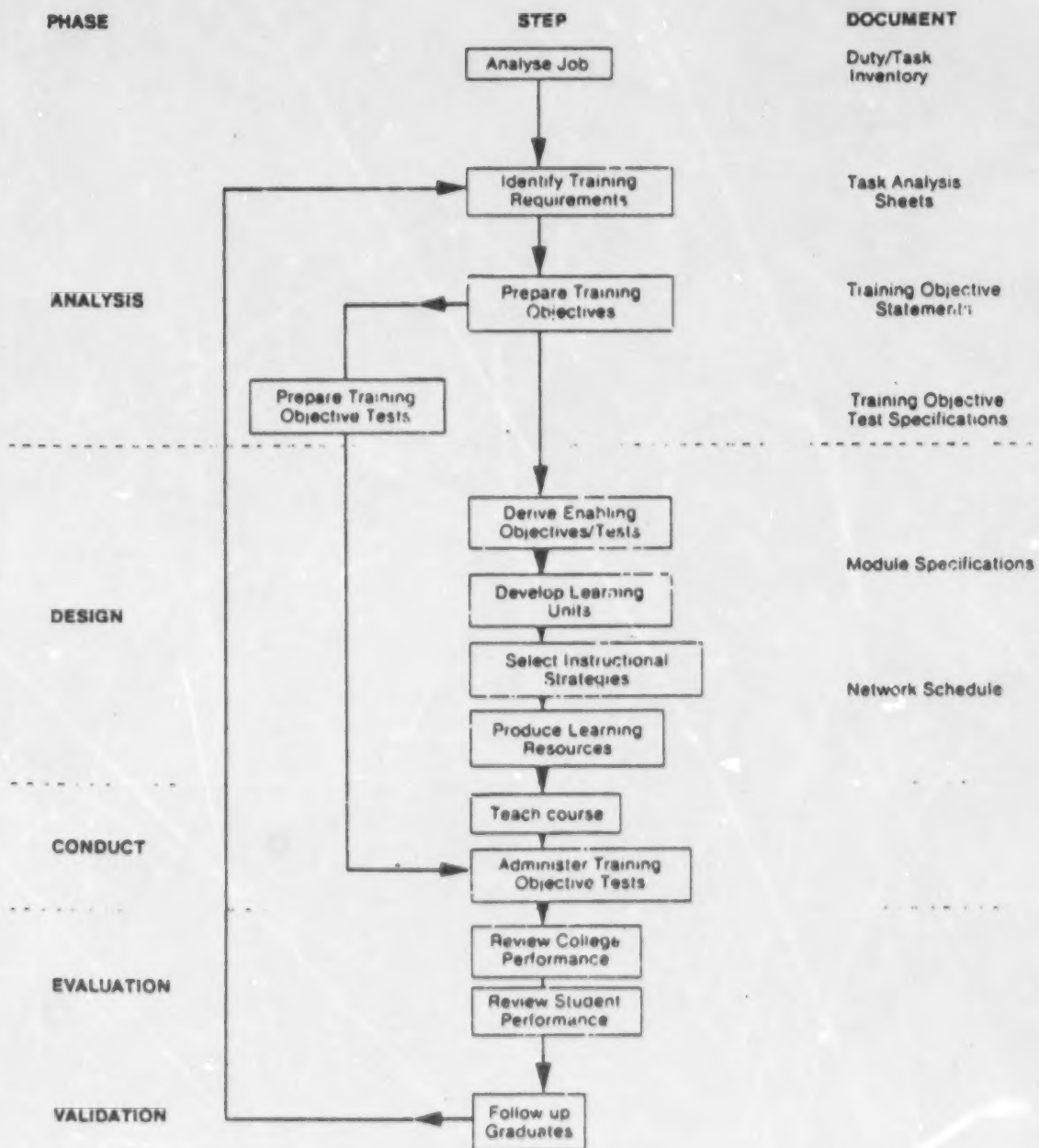
COMPONENTS OF THE SYSTEMS MODEL

TAFE, VICTORIA

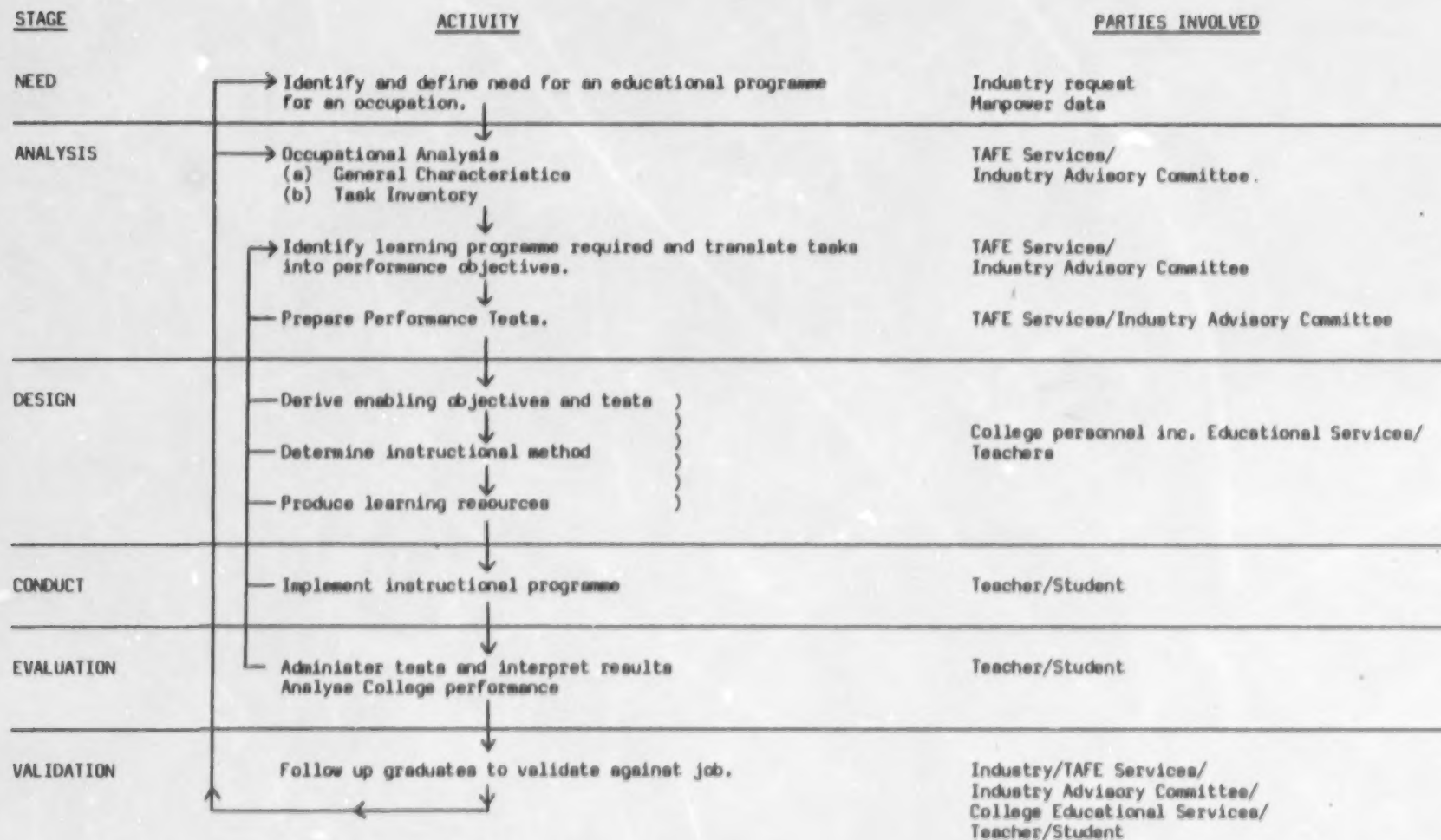


ATTACHMENT 4 CONT'D
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A SYSTEMS MODEL — IN LINEAR FORMAT



ATTACHMENT 4 CONT'D

IMPLEMENTATION OF THE "SYSTEMS" MODELTAFE, VICTORIA

T78/1133
Tech. Sch. Div.

EDUCATION DEPARTMENT, VICTORIA
TECHNICAL SCHOOLS DIVISION

INFORMATION CIRCULAR FOR STANDING COMMITTEES 1978/1
GENERAL GUIDELINES FOR THE OPERATION OF TAFE STANDING COMMITTEES

1. GENERAL

- 1.1 Standing Committees are appointed by the Director of Technical Education to advise on the detailed planning and implementation of Technical and Further Education courses.
- 1.2 A Standing Committee is required to work within the framework of the curriculum policy approved by the State Council for Technical Education. It may make recommendations through the Supervising Inspector to the Director of Technical Education, who in turn will present any recommendations for changes in policy and curriculum to the State Council for Technical Education.
- 1.3 A Standing Committee (including its sub-committees and working groups) is expected to consult widely with employers, educationists and students during the preparation, implementation, evaluation and subsequent revision of any course and its subject syllabuses.
- 1.4 It is stressed that Standing Committees are service committees without executive authority, and that executive action may only be sought through the Supervising Inspector from the Director of Technical Education.

It follows, therefore, that in its contact with bodies external to the Technical Schools Division, Standing Committees may not purport to speak for the Division.

- 1.5 Standing Committees advise on TAFE programs that are the responsibility of the Curriculum Board of the State Council and/or the Industrial Training Commission as advised by a particular Trade Committee.

(Refer to 1978/1 Classification of Courses and 1978/2 Procedures for Submission.)

2. FUNCTIONS

- 2.1 To make recommendations, through the Director of Technical Education, to the State Council for Technical Education regarding matters concerning Technical and Further Education programs within its scope.
- 2.2 To make submissions for approval of new courses to the Curriculum Board of the State Council or the Industrial Training Commission through the appropriate Trade Committee.
- 2.3 To work within the policies of the State Council for Technical Education.
- 2.4 To advise the Director of Technical Education on the implementation of TAFE programs.
- 2.5 To be aware of the conclusions and recommendations of the TAFE Reports and to make submissions to the Director of Technical Education as considered necessary concerning these conclusions and recommendations.
- 2.6 To advise technical institutions (when required) on matters related to courses within its responsibility.
- 2.7 To make recommendations to the Director of Technical Education concerning facilities and equipment required to teach subjects effectively.
- 2.8 To initiate or encourage modern developments in the subject area, to be aware of developments in the subject either locally, interstate or overseas and to advise on the appropriate action required by these developments.
- 2.9 To advise on trends in industry and their implications to education and training.
- 2.10 To consider requests from industry to develop new courses and to complete the necessary procedures to establish an investigation into the industry request.
- 2.11 To establish, as necessary, sub-committees/working groups whose broad functions are as follows:-

- a) Working Parties shall be formed on an "ad hoc" basis to investigate and report on specific issues.
- b) Sub-Committees shall, on a continuing basis, assume responsibility for curriculum development and related issues in specific areas as nominated by the standing committee to whom they shall report.

2.12 a) To receive periodical reports or feedback from sub-committees.

- b) To arrange that adequate evaluation of courses is undertaken, to ensure that the courses are meeting the needs of their users.

- c) To approve new and revised subject syllabuses developed by its sub-committees.

2.13 To liaise with other subject and course standing committees for the purpose of seeking or providing the expert information and assistance needed to develop inter-disciplinary courses.

2.14 To organize or assist in the organization of staff development programs as required.

3. COMPOSITION AND DUTIES OF OFFICERS

3.1 Each standing committee should have -

- a) A chairman
- b) An executive officer
- c) A supervising inspector nominated by the Director of Technical Education
- d) At least 50% of its members from industry.

3.2 Duties of Officers:

- (a) Chairmen
 - (i) to be chairman of standing committee meetings

(ii) to consult with the executive officer regarding the agenda and matters arising from the meeting.

(b) Executive Officer

- (i) to prepare the agenda (in conjunction with the chairman)
- (ii) to distribute to standing committee members the necessary papers prior to the meeting
- (iii) to prepare and distribute the summary of proceedings
- (iv) to complete detailed tasks as required by the standing committee.

(c) Supervising Inspector

- (i) to represent the Director of Technical Education
- (ii) to advise the chairman and committee on matters of policy.

4. PROCEDURES

4.1 Standing Committees may decide their own procedures within the guidelines in this document.

4.2 Correspondence:

- a) Each committee may arrange its own internal system of correspondence.
- b) All correspondence to any school must be forwarded through the Principal.
- c) Syllabuses and related documents approved by the standing committee and the Director of Technical Education will be issued by the Planning Services Division (TAFE Services).
- d) Information circulars and instructions will be issued by the Technical Schools Division.
- e) Requests for advice and other approved material may be issued directly to schools by the committee, provided that no such correspondence shall be construed as a direction to Principals or staff of schools and provided that statistical returns may be sought only with the approval of ADTE (Information & Logistics).

4.3 Teachers involved as members of standing committees and sub-committees.

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- a) Arrangements will be made with Principals and the Staffing Officer by the Supervising Inspector for Education Department teachers, who are members of standing committee and/or sub-committees, to be released from normal duties for two hours per week to complete work associated with committees.
- b) With specific approval of the Director of Technical Education, arrangements may be made with Principals and the Staffing Officer, by the Supervising Inspector concerned, for additional teachers to be co-opted for limited periods to assist with special tasks being undertaken by the committee.
- c) Claims for travelling expenses should be completed at the end of each term and forwarded to the Supervising Inspector concerned for endorsement and arranging for reimbursement.

W.J. BONAEDO
Officer-in-Charge
Technical Schools Branch

6.3.78.

T78/1062
Tech. Sch. Br.

EDUCATION DEPARTMENT, VICTORIA
TECHNICAL SCHOOLS DIVISION
TAFE PROGRAMS INFORMATION CIRCULAR 1978/2
PROCEDURES FOR SUBMISSION OF COURSES

1. INTRODUCTION

- 1.1 This circular supersedes Post Secondary Vocational Studies Information Circular 1974/4 (T74/1729 Tech.) and should be read in conjunction with TAFE Program Information Circular 1978/1 (particularly as a revised classification and coding of TAFE programs will operate in 1978).
- 1.2 The State Council for Technical Education has a responsibility -
 - a) to make recommendations to the Minister regarding the provision of courses and facilities in technical schools and colleges including proposed new courses and proposed revisions of existing courses, and
 - b) to determine acceptable standards and principles of course development for courses with which it is concerned and confer with Australian and interstate educational authorities regarding national standards and principles of course development.
- 1.3 At this stage not all TAFE programs have to be submitted to the State Council for Technical Education. This circular is concerned with the proposed new courses and proposed revisions of existing courses which must be accredited by the State Council in order to receive Ministerial approval, funding or staffing.
- 1.4 The State Council has appointed a Curriculum Board whose main function is to make recommendations to the State Council regarding the responsibilities indicated in 1.2 (a) and (b).
- 1.5 The undermentioned courses that require State Council accreditation must be submitted to the Curriculum Board for its recommendation:-

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ATTACHMENT 5A CONT'D

- a) Programs for middle level vocations (all programs listed under Program Code 2).
- b) Advanced basic vocational and technician programs in apprenticeable trades (Program Code 3, Items 33 and 34).
- c) Other skilled trade and vocational programs (all programs listed under Program Code 4).

Note:- Apprentice Trades - pre-apprentice and basic apprentice programs (Program Code 3 Items 31 and 32 are approved by the Industrial Training Commission).

- 1.6 Courses may be proposed by any group operating within the technical and further education structure in Victoria. However, it should be noted that any course not submitted through the appropriate subject/course standing committee established by the Director of Technical Education is likely to be referred to that standing committee for information and comment prior to final consideration by the Curriculum Board.

2. GENERAL PRINCIPLES

- 2.1 In planning new courses reference should be made to any guidelines approved by the State Council for Technical Education and outlined in any Post Secondary Vocational Studies Information Circulars.

e.g. 78/4: Guidelines for Planning and Developing Middle Level Programs.

- 2.2 The particular task of the Curriculum Board is to examine specific courses submitted for approval and advise the State Council for Technical Education, in each case, on -

- a) whether a need has been established for the course;
- b) the extent to which industry is prepared to accept and to recognise the course;
- c) whether the course has been planned to meet its avowed purpose;
- d) the extent to which course planning has been based on appropriate surveys and job specifications;

ATTACHMENT 5A CONT'D

- e) the extent to which the course conforms to any accepted state the national principles;
- f) the relationship of the course to other similar courses;
- g) proposed standards of the course and the measures to be taken to ensure maintenance of standards;
- h) the likelihood of the course being viable;
- i) whether adequate facilities are available to mount and to extend the course;
- j) whether, in view of all the circumstances, the course is likely to meet the needs for which it is proposed;
- k) any conditions that should be laid down before the course is approved.

3. PROCEDURES

- 3.1 Advance notice of the development of a new course should be communicated to the Curriculum Board by a "letter of intention to present a new course", by not later than the 31st March of the year prior to the course being introduced.
- 3.2 Representatives of the group planning the new course should consult with the Assistant Director of Technical Education (TAFE Curriculum) prior to making the final submission to the Curriculum Board.
- 3.3 Normally submissions seeking approval for a proposed course are to be made to the Curriculum Board by 20th July of the year prior to the course being introduced. However, approval may be sought in special circumstances for the date to be extended to the 20th September.
- 3.4 Submissions may be presented to the Curriculum Board by representatives of the group responsible for preparing the course proposal.
- 3.5 The following documents are required:
 - (a) Twenty-five copies of the proposal, the course guidelines, and the semester unit outline; and

ATTACHMENT 5A CONT'D

(b) Twenty-five copies of the proposal and the course guidelines (but not semester unit guidelines).

3.6 All communication to the Curriculum Board should be addressed to:-

Secretary,
State Council for Technical Education (Curriculum Board),
11th floor,
Nauru House,
80 Collins Street,
MELBOURNE, Vic. 3000.

W.J. BONAEDO
Officer-in-Charge
Technical Schools Branch
27.1.78.

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EDUCATION DEPARTMENT, VICTORIA
TECHNICAL SCHOOLS DIVISION

TAFE PROGRAM INFORMATION CIRCULAR 1978/4
GUIDELINES FOR PLANNING AND DEVELOPING MIDDLE LEVEL PROGRAMS

1. INTRODUCTION

- 1.1 This document provides guidelines approved by the State Council for Technical Education for planning and developing middle level courses.
- 1.2 Middle level courses are courses designed to train immediate support personnel for professional officers and higher level management, and to train operators of comparatively small business enterprises who need to be proficient in a variety of technical or business tasks as well as in small scale management decision making, e.g. engineering technical officer, affiliate accountant, single motel operator, independent farmer.
- 1.3 The principles underlying middle level courses appear to be similar in all areas of vocational education.

2. PRINCIPLES

- 2.1 Courses should be job oriented - designed to meet job specifications and not artificial yardsticks such as a given number of hours of scheduled instruction.
- 2.2 Courses should be highly flexible - designed to meet differing student and industry needs, changing technology and varying local conditions. A high degree of flexibility may be attained by using half-year or semester units of study and structuring courses to contain core units and elective units related to areas of specialization. The following advantages of such courses should be kept in mind by course planners -
 - (a) One course framework can be used to meet a variety of needs.
 - (b) Quick response to change is possible - by addition of new units, the updating of existing units, and the deletion of obsolete units.

- (c) Opportunity can be taken to use selected units for a variety of purposes - for full courses, for special courses and for adult extension programs.
- (d) Specialist units may be provided for or drawn from other types of courses.
- (e) More individualized programs may be provided to suit student needs.
- (f) Better opportunity exists for building success rather than failure into courses - by providing, where necessary, easier stages of instruction and reinforcing units.
- (g) Bridging units may be provided for the minority of students wishing to proceed to higher education.
- (h) Student options for course changes and specialist studies can be kept open longer.
- (i) Opportunity for students to extend their studies, to update their qualifications, or to re-train at a later date can be provided more easily and certificates may be endorsed accordingly.
- (j) Over-crowded programs may be avoided by extending the number of units.
- (k) Work experience units can be developed by consultation between student, employer and school.
- (l) Teaching staff and material resources can be rationalized within schools and between schools. Units requiring special staff or expensive equipment need be taught only at selected regional centres.
- (m) Some specialist units may be taken by external studies.
- (n) Adaptability to different time schedules is easier, e.g. 2 hours per week for a half-year or 2 weeks' full-time instruction.
- (o) Courses can be modified to suit specific industry or local needs.

- 2.3 Problem identification and problem solving should be important components of mcat courses. Scheduled instruction and didactic teaching should be kept to a minimum and emphasis should be given to training students to think for themselves, and to apply basic information to problems closely related to the work situation.
- 2.4 Ability to adapt easily to new situations should be developed. Students should be given ample opportunity to learn for themselves.
- 2.5 Interaction of experts should occur for inter-disciplinary courses. At the planning level inter-disciplinary courses require greater interaction between different expert committees, and at the teaching level more team teaching, e.g. optimum course development in the "farm management" field requires effective inter-action of experts in the fields of agriculture, business and technology.

3. PLANNING

- 3.1 Courses should be planned as and when they are required by the economy, industry and the potential students. They should be planned in response to customer demand rather than on the initiative of educationists.
- 3.2 The committees and working groups involved in planning and developing courses should include experts from industry and professional institutes, teachers and administrators with at least half the members being experts from industry.
- 3.3 Adequate surveys should be conducted to prepare job profiles of personnel to be trained and subsequently to determine specific objectives and content of courses.
- 3.4 Any parties intending to develop new courses or to plan major revisions or extensions to major courses should advise ADTE (TAFE Curriculum) immediately as it may be necessary to establish early and ongoing consultation with their counterparts (through the VIC) in colleges of advanced education concerning similar or related courses operating or contemplated in the latter institutions.

Also demands for new or revised courses are normally referred to the appropriate standing committees, sub-committees and working groups established by the Director of Technical Education to assist in the planning and development of middle-level courses. Regional or college authorities desiring to plan new or revised courses, although not constrained to do so, are advised to seek assistance from these expert groups, particularly as the opinion of the latter will be sought before the Curriculum Board of the State Council for Technical Education makes any recommendation to the State Council.

3.5 All new or revised courses must be submitted for approval to the State Council for Technical Education (through its Curriculum Board). Separate instructions have been issued concerning procedures for submission of courses. Attention is again drawn to the fact that any new or revised middle level courses require State Council accreditation as a pre-requisite for Ministerial, funding and staffing approval.

4. ENTRY TO COURSES

4.1 The suggested normal pre-requisite qualification for admission to a course should be satisfactory completion of an approved course at the Form 5 level, or an approved equivalent or higher qualification, provided that any person may be admitted to a course if he is considered by the teaching institution to be sufficiently mature and experienced to undertake the course successfully.

4.2 In some cases it may be necessary to require prior or at least concurrent work experience, e.g. farm management, animal laboratory technicians.

4.3 In other cases where occupational opportunity is limited, it may be necessary to require employment as a pre-requisite for entry to a course, e.g. Animal Laboratory Technician.

5. COURSE DEVELOPMENT

5.1 Courses should be developed to meet specific needs. Detailed development should be based on job surveys and the resultant profiles or specifications.

5.2 Experience to date indicates that, as a basic planning point, courses might be assumed to be equivalent to two years of full-time study post-form 5 level. In fact, it is expected -

(a) that large numbers of students will be part-time students from the work situation;

(b) that provision will be made in many cases for students to continue to Form 6 level and complete approximately the first half of a course on a full-time basis;

(c) that students will not normally be permitted to complete more than the first half of a course by full-time study unless they have completed approved work experience, or unless work experience is incorporated as an integral part of the full-time studies.

- 5.3 The scheduled time required by students for any unit of work is often less for part-time students in the work situation, than for full-time students. Similarly, the time required to complete a course varies with the ability of the student. The best approach is probably to base course development on the part-time student (e.g. 2 hours per week per half year for a theory unit and 3 hours per week per half year for a practical unit) and to extend the time allotted per unit for the full-time student.
- 5.4 A normal school year may be assumed to include 36 weeks of instruction, including two weeks for testing and assessment.
- 5.5 As far as practicable, courses should be structured to contain semester core units and semester units based on areas of specialization (or alternatively basic semester units and advanced or specialized semester units).
- 5.6 In all areas of study, provision should be made to ensure that students are required to learn for themselves and to apply basic knowledge to problems closely related to the work situation.
- 5.7 Where courses are inter-disciplinary in nature, interaction between expert groups, rather than independent action by groups, is essential. Evidence of this interaction must be shown when submissions for approval of courses are made to the State Council for Technical Education.

6. CONTENT AND DURATION

- 6.1 The problem of content and duration of courses and the resultant work load on students is a particularly difficult one as varying situations and value judgements play a large part in the decisions made.

Particularly difficult are the pressures which come from -

- (a) the academic who presses for the conceptual rather than the job oriented approach;
- (b) the self-trained man who under-rates the value of educational background training;
- (c) the generalist who opposes specialization;
- (d) the statistician who makes comparisons in terms of statistics only.

- (e) the idealist who sees most students escalating to higher education;
- (f) the employer who requires the highly competent all-rounder from one course;
- (g) the small employer who can't afford long courses;
- (h) the large employer who seeks uniformity over a wide range of courses;
- (i) the traditional educationist who sees formal instruction as the only really effective way of teaching.

6.2 The danger with over-long courses, particularly in the case of part-time students, is that they become tests of endurance rather than tests of ability and result in high drop-out rates.

6.3 A realistic way of approaching the problem is -

- (a) to recognize that requirements differ not only from occupation to occupation, but also within any particular occupation;
- (b) to develop highly flexible courses which may be adapted to meet a variety of student needs and industry requirements;
- (c) to accept as the minimum requirements for the award of a certificate, the minimum requirements found to be most likely to meet the needs of the widest range of employers in the industry, e.g. a survey of upwards of 300 employers requiring applied science support personnel indicated that their requirements could generally be met by a 24 semester unit course;
- (d) to award a statement of results which would provide evidence for students required to do additional units of work to meet the needs of his employment.

6.4 The State Council for Technical Education has directed that twenty semester units and thirty semester units be the minimum and maximum bases respectively for course planning.

T79/1179
Tech. Schls. Br.

EDUCATION DEPARTMENT, VICTORIA
TECHNICAL SCHOOLS DIVISION

TAFE CURRICULUM POLICY INSTRUCTION 1979/1
GUIDELINES FOR PLANNING AND DEVELOPING FURTHER CERTIFICATE COURSES

1. INTRODUCTION

- 1.1 This document provides guidelines for planning and developing Further Certificate courses, and should be read in conjunction with the documents: Guidelines for Planning and Developing Middle Level Programs, 1978/4.
- 1.2 This document is issued not as an open invitation for a proliferation of Further Certificate courses, but rather to provide a framework and guidelines within which any such course shall be designed, should a substantiated demand arise within well identified areas of employment.
- 1.3 A Further Certificate is seen as a form of recurrent education for TAFE Certificate holders, and not as being related to, nor in competition with, Associate Diploma (UG3) courses, nor as having similar educational objectives to such courses. The Further Certificate is intended to provide a recognized qualification for substantial but limited further education of the same character and objectives as Middle Level Certificate courses.
- 1.4 Further Certificate courses are intended to provide for varying needs for further middle level education following the attainment of a middle level certificate and to be taken after several years of middle level employment. While always post-certificate in time, Further Certificate courses shall have the following characteristics:
 - (a) Maintenance of middle level educational objectives relating to application of knowledge to the solution of practical problems and the use of established procedures, techniques and practices.
 - (b) Provision of a clearly defined area of study, either as:
 - (i) An extension of a field of study pursued in a Certificate course, in a specialised and restricted area of vocational expertise, and representing a level of attainment that may reach post-certificate standard; or

- (ii) Additional study in an area requiring different, or additional, or new types of vocational skills in relation to those gained from an original middle level certificate education, and not leading to a level of attainment of post-certificate standard, but having a structure, content and objectives which reflect entry to the course being at certificate level.

(c) Clear focus upon a small set of closely related academic and vocational objectives.

2. PRINCIPLES

- 2.1 Courses shall be job oriented, designed as recurrent education to meet specific job descriptions usually associated with duties and responsibilities undertaken by a person with several years of middle level employment experience and of a more senior or specialised nature than the basic job descriptions used as the basis for Middle Level Certificate courses.
- 2.2 The development of courses shall only take place in response to sustained demand from the areas of employment concerned.
- 2.3 Courses should be flexible to meet specific employment and mature student needs and to meet changing conditions in employment and in Society.
- 2.4 Proposals for Further Certificates must be developed within the existing Standing Committee structure. Where such proposals encompass the areas of more than one Standing Committee, the originating Standing Committee must refer the proposal to the other Standing Committee concerned before a submission is made to the State Council for Technical Education.
- 2.5 Work experience is an essential concurrent requirement to the student's study program, and curricula should take account of the prior work experience and the maturity of the students.
- 2.6 Entrance into Further Certificate courses shall be available to those who have completed successfully a Middle Level Certificate course or to other applicants whose industrial experience and qualifications would enable them to achieve the objectives of this course.
- 2.7 Monitoring systems within the Technical Colleges and Curriculum Board will be instituted to ensure that courses continue to meet the objectives for which they were designed.

2.8 Industry support should be sought in the design of the courses and the teaching of specialist subjects. If necessary and when available in a suitable form, industry facilities may be used for selected specialist subjects.

3. COURSE ORGANIZATION

In developing courses:

- 3.1 the course will be of sufficient length to achieve the objectives related to the job description and will normally not exceed eight semester units; (a semester unit being the equivalent of approximately thirty-six hours of lecture/tutorial/laboratory times)
- 3.2 the course may relate to the discipline or sub-discipline of the Middle Level Certificate from which the student has graduated; or

comprise units appropriate to middle level organizational or managerial functions associated with more responsible job situations;
- 3.3 care shall be taken to ensure that the proposed course does not duplicate existing courses, but the course may include a limited number of appropriate existing Certificate course units as background studies.

W.J. BONAED
Officer-in-Charge
Technical Schools Branch

30.7.79

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ATTACHMENT 8

STATE COUNCIL FOR TECHNICAL EDUCATION
CURRICULUM BOARD

STANDING ORDERS RELATING TO FUNCTIONS OF THE CURRICULUM BOARD

1. To formulate and to recommend policies to the State Council for Technical Education on technical and further education, in general:-

- (i) programs for middle level vocations (all programs listed under Program Code 2);
- (ii) advanced basic vocational and technician programs in apprenticeable trades (Program Code 3, Items 33 and 34);
- (iii) other skilled trade and vocational programs (all programs listed under Program Code 4).

Note:- Apprentice Trades - pre-apprentice and basic apprentice programs (Program Code 3 Items 31 and 32 are approved by the Industrial Training Commission).

And in particular on:-

- (i) range of courses required;
 - (ii) classification and nomenclature of courses;
 - (iii) broad principles to be adopted for the planning of the various classes of courses;
 - (iv) procedures for submission and approval of courses.
2. To examine specific courses submitted for approval and advise the State Council for Technical Education, in each case, on:-
- (a) whether a need has been established for the course;
 - (b) the extent to which industry is prepared to accept and to recognize the course;
 - (c) whether the course has been planned to meet its avowed purpose;

ATTACHMENT 8 CONT'D

- (d) the extent to which course planning has been based on appropriate surveys and job specifications;
 - (e) the extent to which the course conforms to any accepted state and national principles;
 - (f) the relationship of the course to other similar courses;
 - (g) proposed standards of the course and the measures to be taken to ensure maintenance of standards;
 - (h) the likelihood of the course being viable;
 - (i) whether adequate facilities are available to mount and to extend the course;
 - (j) whether, in view of all the circumstances, the course is likely to meet the needs for which it is proposed;
 - (k) any conditions that should be laid down before the course is approved.
3. To carry out periodical audits of existing courses and report to the State Council for Technical Education.
 4. To carry out any other relevant tasks referred to it by the State Council for Technical Education.
 5. To advise the State Council for Technical Education on matters relating to the recognition of courses by outside bodies such as relevant award making associations.

Note:

The Curriculum Board will not be expected to undertake any of the detailed tasks of curriculum development normally carried out by the various specialist standing committees established by the Director of Technical Education to assist in the process of curriculum planning and development. The services of these committees will, however, be available to assist the Curriculum Board in any appropriate ways.

WESTERN AUSTRALIA
TECHNICAL AND FURTHER EDUCATION

AN OVERVIEW

There is no separate department of Technical and Further Education in Western Australia. TAFE educational/training programmes are planned, designed, developed and delivered by the Technical Education Division of the Education Department of Western Australia under the legal authority of the Minister of Education in the Government of Western Australia.

Technical and Further Education in Western Australia is the sector which serves the vocational education and skill-training needs of industry and commerce and the general community in the fields of trades, technicians, para-professionals and other relevant support staff.

TAFE also provides an alternative route to higher education and also provides a wide range of cultural enrichment, recreational and leisure programmes.

In the area of tertiary education TAFE shares a responsibility with the universities and Colleges of Advanced Education. This sharing is co-ordinated by the Western Australian Post Secondary Education Commission (WAPSEC), which is a statutory institution with a charter for accreditation of post secondary educational programmes.

The function of the WAPSEC is to co-ordinate and rationalise the development of the post-secondary education system in Western Australia. Its duties include:

- (1) The identification of educational needs within the community.
- (2) Ensuring that the system is equipped to meet the needs.
- (3) Assurance that resources are deployed in the most economical and educationally efficient manner.
- (4) The monitoring of courses and subjects offered by all post-secondary institutions, to maintain standards and prevent unnecessary duplication.
- (5) Encouragement for the development of courses which allow the transfer of units between institutions.
- (6) Educational research.

Organisational Structure of the Technical Education Division

The Technical Education Division is structured on a centralised model with a Directorate having line function over the colleges offering TAFE programmes. (See Organisational diagram of T.E.D.)

Director of Technical and Further Education

Responsible to the Director General of Education in Western Australia for the operation of the Technical Division. In the context of curriculum development and delivery of TAFE programmes he is responsible for final approval of all new or revised courses of study.

TAFE Directorates

There are three Directorates servicing the organisation and administration of the TAFE sector:

Directorates of Operations, Resources and Studies.

Directorate of Operations

The oversight of colleges, administration, implementation of TAFE educational/training programmes, staffing of colleges with teachers and staff development.

Directorate of Resources

Matters dealing with capital works, minor works, major and minor equipment, non teacher support staffing, publications and teaching materials, planning and statistical research.

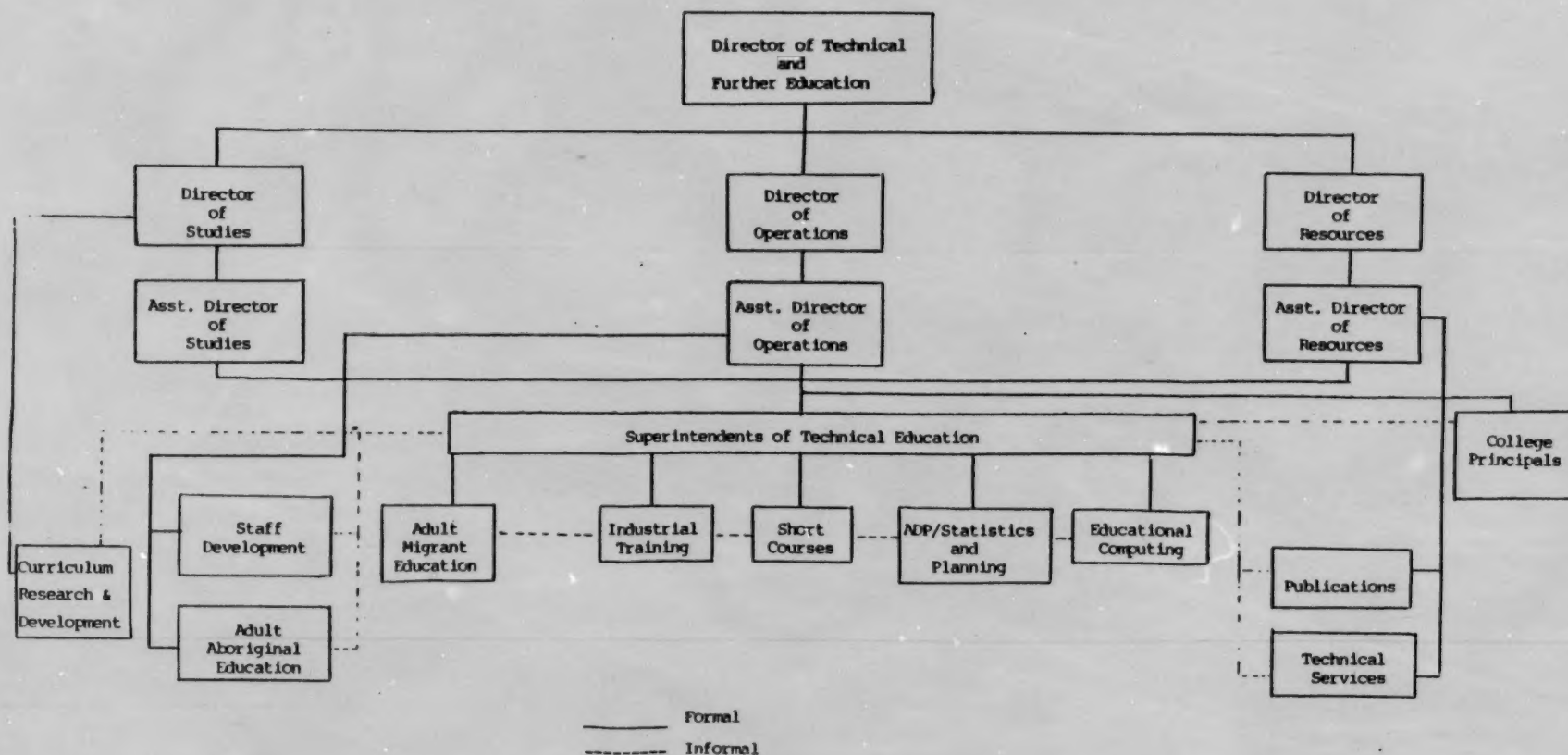
Directorate of Studies (a recently created position)

Accreditation and examination, curriculum research and development, adult education (non vocational) and specialist education. (Refer to organisational diagram of Technical Education Division.)

FIGURE 1

TECHNICAL EDUCATION DIVISION
HEAD OFFICE ORGANISATION

This diagram represents substantially the existing structure with the addition of the newly created post of Director of Studies. The organisation structure is currently under review.



Each director is assisted by an assistant director who works through and is supported by seven superintendents of technical education. The main function of the superintendents is to oversight and supervise different study areas. The superintendents are supported by a number of senior education officers who head up the various sections of the Division. In turn the SEOs supervise the work of education officers and public service support staff appointed to the sections.

As this project is directly concerned with the processes of curriculum development in technical and further education programmes, the following descriptions will concentrate on that aspect.

The Divisional Council of Studies (currently under review)

The Council provides a final screening of all new and revised TAFE programmes and courses before making recommendation to the Director of Operations (currently the final approving person acting for the Director General of Technical Education).

The Council comprises:

- . Chairmen, the Assistant Director of Studies
- . The seven study area superintendents of the Technical Education Division
- . All technical college principals.

The Council meets ten times each year and its function as far as curriculum development is concerned, is to review proposals for new or revised courses. The Council then makes recommendations to the Director of Operations (currently) for final approval or rejection.

Superintendents

Main role is to take responsibility for certain areas of study. With regard to curriculum research and development they are responsible for:

- . the planning of curriculum research and development of projects. The study area superintendent works closely with the SEO in charge of the Curriculum Research and Development Section
- . in consultation with members of the study area committees and the principals of colleges, determine the staff to be involved in curriculum research and development projects
- . the allocation of priorities to curriculum research and development projects.

Study Area Committees (usually designated simply as area committees) comprise

- . the study area superintendent of the Technical Education Division who is the chairman
- . representatives of college staff responsible for teaching the curriculum under discussion at the time
- . an education officer from the Curriculum Research and Development Section of Technical Education Division.

Study area committees are subordinate bodies of the Technical Education Division Council of Studies and they meet as often as is necessary to appraise current curricula and mooted changes. The recommendations of study area committees are forwarded through the study area superintendent to the Divisional Council of Studies for further consideration.

The Technical Education Division Curriculum Research and Development Section

- . A facilitating role, advising committees on matters of curricula and providing the organisational and administrative structure for the activities of course design, curriculum research and development and the review of courses. The Curriculum Research and Development Section is the recipient and researching body to suggested changes to curricula or proposed new curriculum development of TAFE courses.
- . It is Divisional policy to maintain a nucleus of permanent CD specialists who act in an advisory/administrative role to members of college staff who are seconded to the section to carry out special CD projects.

The Recognition of TAFE Needs

TAFE educational/training needs are recognised by the Technical Education Division through a number of communication channels.

- . By inputs from the community at large and the industries served educationally by the Division, which may enter the system formally through the Technical Education Division Administration or less formally through the ongoing liaison between the staff of the TAFE colleges and their client groups.
- . The most formally structured body associated with the Technical Education Division is the Technical and Further Education Advisory Council which provides a mechanism through which broader issues affecting technical training can be identified, appraised and directed. The Technical and Further Education Advisory Council strongly influences Divisional forward planning.

Advisory Committees (approximately 80 in number)

- . Range from ministerially appointed committees to informal ad hoc groups.
- . The main role of advisory committees is to overview the relevant industry's educational/training needs and to provide a focal point for the exchanges of information relevant to the technical and further education area.
- . Advisory Committees comprise:
 - a superintendent of the Technical Education Division who is the chairperson
 - representatives from industry, commerce, government, statutory bodies, unions and associations relevant to the study area
 - staff of technical colleges, usually the head of the study area department in the college and/or the senior lecturer on a consultancy basis
 - principal of a technical college
 - SEO of Technical Education Division Curriculum Research and Development Section.

Advisory Committees meet, as required, to shape curricula to the needs of industry, commerce and the community in general.

Curriculum Review

The review of TAFE courses on a systematic basis is a strong feature of the Technical Education Division and the centre of such activity lies in the Curriculum Research and Development Section.

It is the stated policy of the Division to review all courses every five years (quinquennial) and a programme of course review has been established and is operative, e.g. there are some sixty apprenticeship courses. These courses require a continuous review of their curricula: each year there are twelve apprentice courses in the needs analysis phase; twelve courses in the development and documentation phase; and twelve in the material development phase.

Quality Control (maintenance of course standards)

- . The Technical Education Divisional Council is the authority for the maintenance of academic standards throughout the Division and it performs this function by:
 - reviewing all changes to TAFE course syllabuses including the development of new courses
 - reviewing all applications by students for exemptions from course subjects.

The Council is strongly assisted in the maintenance of standards role by its subordinate study area committees which are the authority for changes to the suggested teaching guides.

. Assessment as a component of Quality Control

- student assessment is achieved by the appointment of examiners and a co-examiner for each formally assessed subject. The role of co-ordinating examiner is to ensure consistency of marking between examiners.

The Technical Education Division Curriculum Development Model

Theoretical models are by definition idealised versions of a planned and systematic process through which certain planned goals are achieved. Therefore models are useful constructs to guide action in the most effective way. In practice, usually due to unforeseen constraints, the process may have to be modified. It is therefore prudent for planners, whatever the area, to recognise that there are differences between the ideal and the actuality and to accept that provision must be made to allow flexibility to occur.

Explanation of Model

The four inner circles represent four phases of curriculum development:

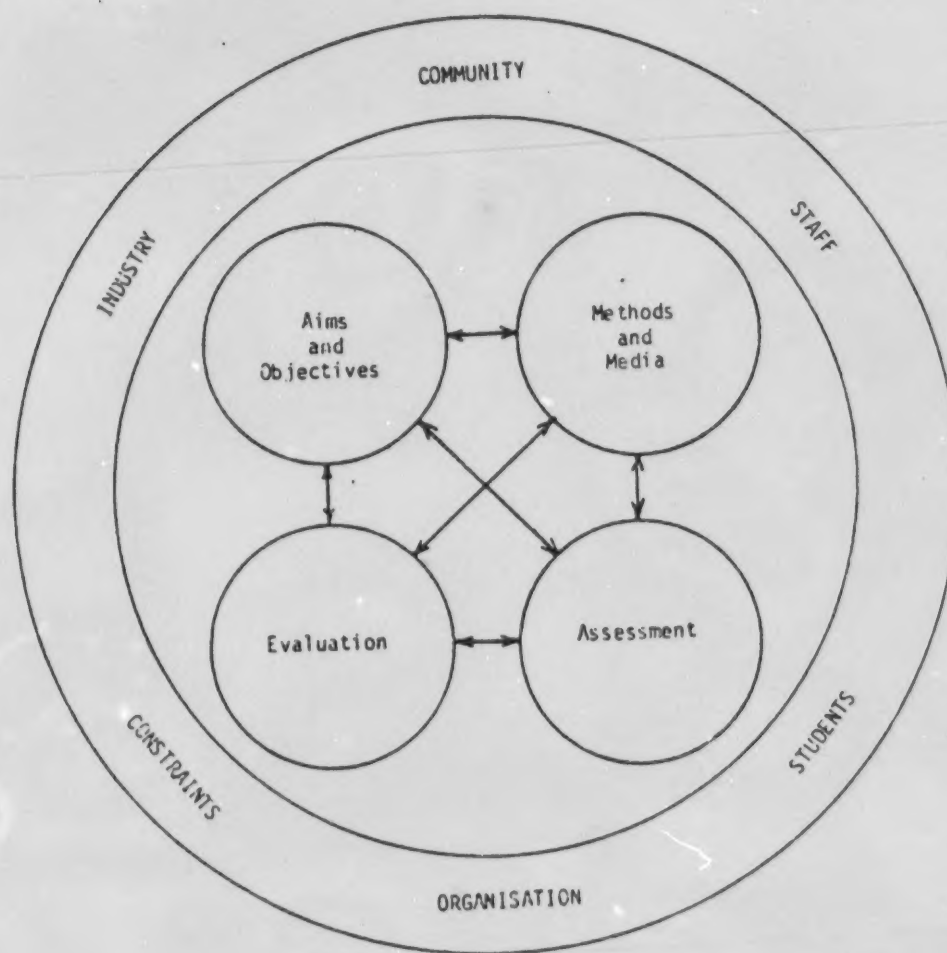
- . determine the aims and objectives of the course
- . select appropriate teaching methods and media
- . to ensure reliability and validity of assessment
- . to evaluate the developed course.

The arrows represent the interaction between the phases while the outer circle represents the environment within which a curriculum is devised.

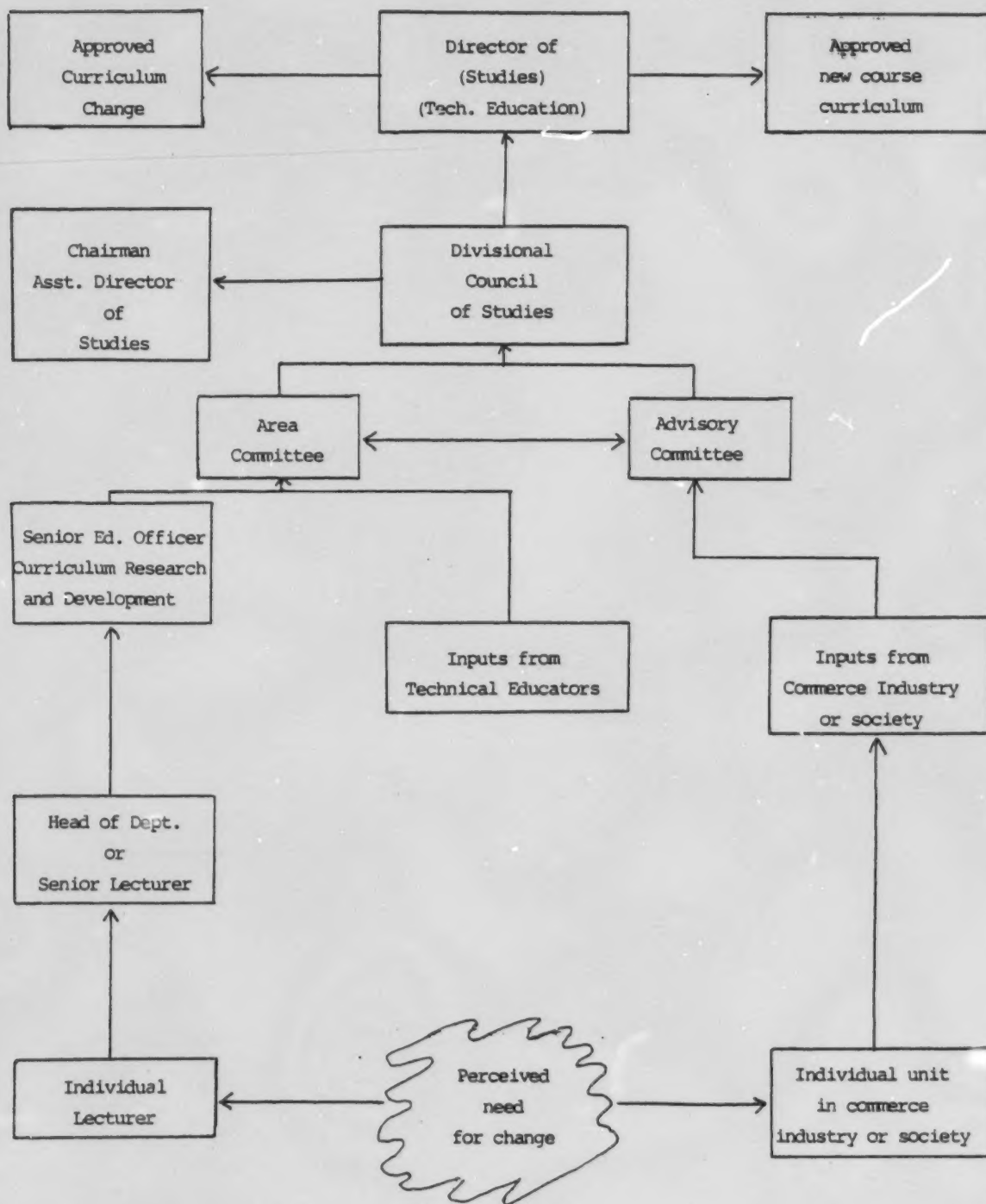
Principles and Assumptions of the Model

- . Curriculum development is an iterative rather than a linear process.
- . Each section interacts with the other sections of the model.
- . Course content can be expressed in behavioural terms of student performances.
- . That curriculum development takes place in a consistently changing environment.

FIGURE 2



THE CURRICULUM MODEL



"THE CURRICULUM CHANGE PROCESS"

- . That the Technical Education Division Curriculum Research and Development has a mandate to be involved in all aspects of the Curriculum model.

Implementation of the Model (The Planning and Development of Curricula)

Methodology

- . An established Divisional policy of student entry requirement for TAFE diplomas and certificate courses (which constitute the majority of TAFE vocational courses). The entry level is at least the Achievement certificates of the WA Board of Secondary Education (Year 10).
- . Acceptance that the educational/training need may be expressed through several channels: mainly through college staff in their ongoing contact with industry and commerce and through the official and formal channels which exist between industry, commerce, the community and the Divisional organisational and administrative structure.
- . A policy of investigating need and demand through structured means by the Technical Education Division Curriculum Research and Development Section.
- . A policy of utilising college staff in close association with the experts in the Curriculum Research and Development section to carry out the curriculum development processes.
- . The utilisation of study area and advisory committees to vet and assist the work of the curriculum development working party who are in close association with the Curriculum Research and Development Section.
- . A working relationship with other Divisional Sections, e.g. the Staff Development Section.
- . A Divisional policy of achieving the full documentation of the curriculum by the college staff person who is the expert in the area and is seconded to the Curriculum Research and Development Section to fully manage the curriculum project under the guidance of trained curriculum developers.
- . A Divisional policy of using curriculum submission forms to streamline the curriculum approval process.
- . Accreditation of new and revised courses through the Director of TAFE in association with the Western Australian Post Secondary Education Commission (WAPSEC).

Criteria for Accreditation:

The current criteria for accreditation are as follows, however a sub-committee has been set up to review these criteria.

(a) Diploma Courses

- (i) Entry to be at least the Achievement Certificate of the Board of Secondary Education or higher.
- (ii) An aggregate of not less than 100 credits.
- (iii) The course shall contain not less than 18 lecture hours as distinct from laboratory or practice hours.
- (iv) At least one subject shall be at Group I level.

(b) Certificate Courses

- (i) Entry standard - as for Diplomas.
- (ii) An aggregate of at least 40 credits.
- (iii) At least 24 credits must be obtained for Group III or higher work.
- (iv) One unit must be at Group II level.

For the purpose of assessing credits, the following weightings should apply to each weekly class hour over the year:

Group I	subjects	7
Group II	subjects	4
Group III	subjects	2
Group IV	subjects	1

FINDINGS

- The Technical Education Division of the Education Department of Western Australia is a highly centralised institution structurally, organisationally and operationally. The Division is the centre for all TAFE vocational curriculum development and its delivery.
- The monitoring of the TAFE educational/training needs of the community in general and industry in particular is efficiently effected by the Technical Education Division through a well balanced system of separate but linking councils and committees.

The Technical and Further Education Advisory Council provides a macro view of the State's needs in technical and further education, especially the economic, social and technology trends, while the Divisional Council of Studies and its attendant advisory and study area committees concentrate on the micro view, i.e. the Division's response to specific TAFE needs as expressed by client groups or perceived by the Division. The case studies illustrate the latter function.

- The Technical Education Divisional Council of Studies as the Division's "watch dog" of the maintenance of standards, the feasibility of course proposals in light of the Division's total resources and its total programme, and the quality of the course proposal submissions, ensures a quality control over all TAFE educational/training programmes.

The Council acts as a final screen for all TAFE proposals.

- The role of the study area committees complements and supports the function of the Divisional Council of Studies. The composition of the study area committee, whereby the study area superintendent is linked to the colleges and the Curriculum Research and Development Section, ensures all aspects of a curriculum proposal have been investigated and proved before the proposal is further examined, approved (or rejected) and accredited by the Divisional Council of Studies. The study area superintendent being the chairman of the study area committee and a member of the Divisional Council of Studies, also ensures a proper advocacy for the proposal before the Council.
- The advisory standing committees are perhaps the best means of getting up to date inputs on educational needs from client groups, as they are strongly represented on the committees. The fact that the study area superintendent is chairman of the advisory/committees within his cluster of industries or study area, ensures an ongoing dialogue between the Division and the industries/client groups it serves through its TAFE programme.
- The Technical Education Division has a well designed and effective system of indepth review of all TAFE courses offered by the Division. A systematic course review is a strong feature of the Division's policy of maintaining course standards.

- . Although the Curriculum Research and Development Section has recently designed a structured curriculum development model, the case studies show that a uniform approach to curriculum development does not yet apply. There is a fair degree of freedom for course developers to select and adopt curriculum development processes best suited to the developmental task in hand at the time. Freedom to select curriculum processes include the management, planning of methodologies, syllabus design and within the limits of the course submission pro-formas, the preparation of the submission documents.
- . The Division has a formalised policy of curriculum proposal documentation which ensures a reasonable degree of uniformity of the curriculum proposal for final approval.
- . The accreditation of TAFE courses is largely an internal matter. However before accreditation is given to any new or revised course proposal a broad spectrum of course endorsement has taken place through Divisional study area committees and industrial advisory committees.

All submitted course proposals, if approved, are accredited by the Divisional Council of Studies, but may also be required to be further appraised by the Western Australian Post-Secondary Education Commission (WAPSEC).

- . Student assessment guidelines are centrally set but the assessment of students is college based.
 - Divisional examiners and co-examiners are selected each year for each subject.
 - Divisional co-ordinating examiners are also appointed each year, usually from among college heads of departments.
 - Examination boards of review, chaired by an area (study) superintendent with relevant college representation sit immediately after examination results are available. The boards of review look into success patterns and make specific recommendations on individual students whose performance is below the pass requirement. From these judgements recommendations are made regarding the granting of supplementary examinations, which are held in January of the following year.

RECOMMENDATIONS

- . That the effective curriculum committee system presently existing be continued.
- . That the membership of advisory committees be such that the members will be the best persons to advise the Division on the 'shop floor' changes in technology.

- . That staff of the Curriculum Research and Development Section be increased as it appears to be understaffed for the proper performance of the central curriculum development function it has to perform.

While the current policy of seconding college subject experts to the Section to effect curriculum development is effective, and is also an excellent staff development exercise, additional full-time staff (education officers) well trained in the process of curriculum development and applied educational research, would enhance the already good performance of the Section.

- . That the Technical Education Division negotiate with the other States and Territories a national conference to discuss a nationally acceptable common system of classification and nomenclature for TAFE awards.

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MAINTAIN THE SEQUENCE OF PAGINATION. IN THE ORIGINAL DRAFT
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SECTION III

SELECTED CASE STUDIES

CONTENT

- . RESPONSES TO SURVEY QUESTIONNAIRES
BASED ON THE COMMON CORE CD PROCESSES.
- . CHECK LISTS FOR SYLLABUS DOCUMENT CONTENT.
- . SUMMARY SHEETS OF RESPONSES TO CASE
STUDIES QUESTIONS.

PREAMBLE TO CASE STUDIES

During the planning and design stage of the project the Project Management Team agreed that the survey instrument for the project (the set of three tiered questionnaire type information gathering sheets on which the case studies were to be based), should be quite flexible and a relatively subjective document in order to obtain the broadest possible perspectives of the respondents in regard to the case studies about which they were questioned. The National Steering Committee at its first meeting accepted the information gathering sheets in that context.

It should be noted therefore that during the recording stage a measure of subjectivity occurred in the responses to the questions by the curriculum developers; in the Project Manager's interpretation of the responses; and in the Project Manager's perceptions of the way in which the particular TAFE authority operated in the area of curriculum development. This measure of subjectivity flowed on to the synthesis stage, in which the Project Team was marginally involved.

TAFE IN THE AUSTRALIAN CAPITAL TERRITORY

CASE STUDIES

- . AUTO, ELECTRICAL SERVICE TRADE COURSE (APPRENTICE)
- . WELFARE CERTIFICATE COURSE
- . GEOSCIENCE TECHNICIAN CERTIFICATE COURSE
- . INTERIOR DESIGN TECHNICIAN COURSE
- . SECRETARIAL STUDIES AWARD

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 3

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	The School of Electrical Studies at Bruce College and the employers of electrical trade apprentices made input through the advisory committee for a review of existing trade course. The extent of the suggested changes to existing course was in effect a proposal for a new course. An examination of inter-state electrical trade courses, particularly South Aust. and NSW courses. Canberra College of TAFE, School of Automotive Engineering, drew up a conceptual proposal and discussed it with the College Asst. Principal (Curriculum Form 001 of Canberra College guidelines for submission of a new or revised course proposal for approval in principle.	A normal way of communicating a vocational educational/training need to the college. The organisational structure of Canberra College of TAFE. Form 001 provides basic information. No syllabus is supplied at this stage. In this case a conceptual outline.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	No syllabus consultative committee at this stage in action. The College Council through Asst. Principal (Curriculum). Asst. Principal forwards request to the College Educational Development Unit for the research into the validity of need and demand. Other aspects of proposal also checked. EDU staff work closely with the study area consultative committee for industrial inputs.	College Council is the top policy making body. The college EDU is the equivalent to most state TAFE authorities curriculum and educational research branches. In the ACT the colleges of TAFE are virtually autonomous institutions, except for their obligations to Office of ACT FE and the ACT FE Accrediting Committee.

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Asst. Principal (Curriculum) through the EDU.

Procedure

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

Officer(s) of EDU

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Consultation with consultative committee with prepared check list.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Analysis of responses from consultative committee.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

The Asst. Principal (Curriculum) co-ordinates the preliminary investigatory work done by EDU, the staff of the School of Automotive Engineering of the college and the consultative committee of the study area. The Asst. Principal forwards proposal on to college Board of Studies and the Ed. Committee of college council.

College procedure in accordance with policy document on submission of proposals. See attachments.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

Outline only as requested in form 001:
 . Broad statement on course aims
 . Reasons for introduction of course
 . Description of consultative committee.

As above

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME? 1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE? 2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE? 3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE? 4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	<i>Not at this stage.</i> <i>The Office of ACT Further Education.</i> <i>In accordance with college guidelines on submission of course proposals Form 001.</i> <i>When the office has given approval in principle (001 submission) full course development may proceed.</i>
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	<i>The Asst. Principal (Curriculum) in consultation with EDU, the Head of school and staff plans the management of the course, syllabus design, the methodology and the curriculum development processes.</i>

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

Head of school in consultation with EDU and Asst. Principal nominates a suitable person from the study area within the college to commence work on the syllabus. (In the territories the HO is within the colleges in this context.)

The study area person is selected on the basis of his availability, interest, expertise and educational experience.

In effect the EDU officer, the Head of school, the Asst. Principal and the person working on the syllabus form a team.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

See over.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

Asst. Principal (Curriculum) and EDU.

The curriculum submission must be in accordance with ACTFEAC guidelines.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . A COLLEGE

Head of school may make available further staff to assist with the curriculum development of course.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The college is a microcosm of a state TAFE department or division except for its structural relationship with the Office of ACT FE.

The College Principal and Council is the official link.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED? N/A

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

The outline proposal submitted under
001 for approval in principle forms the
basis for the further curriculum
development of the syllabus.

Inputs from teachers in the study area
to course developer.

Initial proposal work of EDU Head of
school and asst. principal.

Procedural. In accordance
with college policy guidelines
for submission of new and
revised courses for approval
in principle and final
approval and accreditation.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

The curriculum development sub-group
in the college further develop a
syllabus outline in consultation with
the study area consultative committee.

Other states syllabuses influenced
syllabus content.

Appraisal of similar trade courses.
in South Australia and NSW.

Analysis of EDU research and adapt-
ation of other courses content.

Procedural.

Most relevant to expressed
need as perceived by industry.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:
 - . ~~INDUSTRY (OR CLUSTER)~~
 - . OCCUPATION
 - . ~~EMPLOYERS~~
 - . STUDENTS (ENTRY LEVEL)

Basic trade - apprentice

Auto-electrical trade

An occupation (a declared trade)

Recommended: Year 10

Regulated by ACT Apprenticeship Board.

Enabling educational background.

2. WAS THE SYLLABUS DESIGNED FOR

- . ~~FULL TIME STUDENTS?~~
- . PART TIME STUDENTS?

Part-time attend 1 day/wk/36wk/3 years
Total = 864 hours

Apprentices Act (ordinance)

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Trade award.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

ACT Further Education Accreditation Committee

Must be endorsed by Apprenticeship Board and approved by ACT Office of FE.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

To produce educational/training programme to complement on the job training with the general intention of a high level of skill performance and competency in tasks of occupation.

Emphasis on competency.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

Largely determined by the order of the occupational tasks of occupation. Also traditional learning principles.

Early acquisition of basic skill and knowledge.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

- . Influence of other relevant courses
- . inputs from EDU research
- . Inputs from teachers and consultative committee.

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Relevancy in inputs

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented in three separate stages.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

An analysis of occupational tasks.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

- . WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

None, but college has a remedial programme to assist students lacking the enabling educational background.

TAFE educational philosophy

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Terminal objectives of individual subjects (in effect subject topics) are based on the tasks and are expressed in behavioural terms which emphasise acceptable level of skill performance.

ACT Office of FE policy and college policy.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Mainly continuing assessment - several types: written objective tests, class assignments, practical skill tests - mastery learning.

As above

	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?	<i>In accordance with college guidelines for submission of course proposals.</i> <i>See above, no. 12.</i> <i>Assessment statements in syllabus document and statements on evaluation in part 1 college guidelines.</i>	
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	<i>Yes. In part 3 of ACT FEAC Guidelines (Refer to attachment)</i> <i>Also in college guideline paper.</i> <i>Human and material.</i>	<i>ACT Office of FE and college procedure.</i>
11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: ~~. LEARNING METHODOLOGY - GIVE DETAIL~~ . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION- " "	~~No~~ <i>Yes, in accordance with above guideline documents.</i>	<i>Left to head of school</i> <i>Procedural</i>
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	<i>The consultative committee has wide industrial representation and must endorse the syllabus document before College Council approves and forwards for final approval.</i>	<i>Industrial acceptance - Legitimacy of course.</i>

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

All listed in final curriculum document

ACT Office of FE for final approval.

ACT FEAC for accreditation.

12. FINAL APPROVAL AND ACCREDITATION (FULL DOCUMENTATION)

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

The preparation of final curriculum documentation is carried out by research officer of EDU and Asst. Principal (Curriculum)

Director, Office of ACT for final approval.

ACT Further Education Accreditation Committee (FEAC) for accreditation after implementation.

The consultative committee is mainly concerned with the syllabus content. But the final approval documentation (following approval in principle) is the same for endorsement as for final submission.

See attached check list.

13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR SETTING AND MAINTAINING COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S)

- . Assessment statements in all individual course subject syllabuses
- . Statement in curriculum document on major reviews.

See CD process No. 10, Q.12.

2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL?

Assessment and review requirements obligatory.

3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN?

4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS?

Asst. Principal (curriculum) and EDU responsible for all curriculum development processes at the college level.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: ACT TAFE

AUTO ELECTRICAL SERVICE TRADE COURSE
(BASIC TRADE)

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	Internal to college
RECOMMENDATIONS AND ENDORSEMENTS			Consultative Committee and College Council
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Students must complete some Stage I subjects before proceeding to Stages 2 and 3, e.g. Theory and Calculations I (6134A) must be successfully completed before proceeding to Theory and Calculations II and III.
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		
. INTERNAL	YES		
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS	YES		
FUTURE CURRICULUM REVIEW	YES		5 year reviews
QUALITY CONTROL PROCEDURE	YES		5 year reviews
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: WELFARE CERTIFICATE
COURSE

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 10

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	The Australian Institute of Welfare Officers - Canberra College was offering the NSW Certificate which was non accredited. The ACT TAFE Office requires all courses in excess of 72 hours to be accredited by ACT Further Education Accreditation Committee. The need of profession also called for a major revision of existing course.	ACT Office of FE policy. Australian Institute of Welfare Officers requested review in depth. Other associated bodies also concerned.
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	The approach may vary with the nature of the course. However this case approach is normal.	
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	Because of its nature this is perhaps the only way the need could be properly articulated.	A special one off course.
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION?	The proposal was for a major review of an existing course, but because of the extent of the review could be regarded as a new course.	
	1. BY PERSONAL CONTACTS?	Some contacts by phone, others letters etc. All reinforcing the formal request of the Australian Institute of Welfare Officers, e.g. Health Commission and Welfare agencies.	General concern in all main areas associated with welfare.
	2. LETTER? TELEPHONE?		
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE _____ . SCHOOL _____ . SECTION _____	College formalised request for major review after liaison with industry.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	Formal: As above.	
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	Some informal discussion between college staff and persons in welfare agencies.	
3. INVESTIGATION OF THE DEMAND.	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C "	Asst. Principal (Curriculum) responsible for all curriculum matters in college.	College organisational and administrative operation.
	2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	College staff of the study area personally visited and interviewed managers of 10 agencies. A structured questionnaire to be used at personal interviews. Both fairly high because of the demand made by Institute of Welfare Officers for ACT FEAC accreditation. Listed in document for approval in principle. Mainly concerned with specialist teachers (lecturers) both p/t and f/t.	Validation of needs. Research methodology (EDU)? Procedural - proposal guidelines of college and ACT Office of FE.
	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION.	Asst. Principal (Curriculum)	Organisational: Asst. Principal (Curric.) responsible to Principal and College Council for all curriculum matters in college.
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	The staff of the study area, with the support and approval of Head of school, following discussion with Asst. Principal, carry out the personal interviews using a structured questionnaire prepared with the help of the College Educational Development Unit.	In the ACT colleges of TAFE are responsible for their own programme development provided they operate within the guidelines for courses submission for approval set up by the ACT Office of FE and the ACT Further Education Accreditation Committee.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE. 2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE. 3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	The ACT Office of FE. ——— In ACT the initial submission is formal and becomes submission of proposal for approval in principle. See above CD No. 4, Q.3. The study area programme consultative committee (if formed) must appraise proposal.	Procedural - ACT TAFE organisation. *See above.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM. 2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED. ——— 3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	The Asst. Principal, in consultation with the Head of School works with EDU in planning the approach to the further curriculum development of the course. Detailed management. N/A	The Asst. Principal (Curric.) and the EDU are the key elements in CD planning and have the management responsibility.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER. 2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER. 3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	The Asst. Principal (Curric.) in consultation with Head of school. Experience and expertise in study area. The actual CD working group is made up of 2 f/t study area lecturers and several p/t experts selected by Head of school & a research and development officer from EDU. The subgroup report to EDU & programme advisory committee.	See above. Validity of course content. The programme advisory committee comprises college staff & strong representation from welfare agencies to allow a proper mix of experienced persons.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	<i>Not any of these categories fit the ACT structure - see above.</i> <i>Full responsibility for the further curriculum development of course.</i> <i>Fairly high, but they also liaise with Asst. Principal.</i>	<i>The CD working party/group are on consultative committee.</i>
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	<i>These categories do not apply in ACT.</i>	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY (IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	The communication with all Australian states in this study area. A survey of all other state's welfare courses. . Institute of Welfare Officers (national) . Welfare employing agencies . Other educational institutions. . No retrieval survey . No wide library search See above.	To achieve best inputs which appear to meet local need. As above. Adequate texts and references on hand.
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPING: . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Certificate. An occupation: welfare officer ——— Para-professional. Employed by welfare agencies. Minimum of year 10 - must be 19 years in age. Personal qualities essential for job: appraised by a counselling panel of college staff.	ACT TAFE nomenclature and classification. A reasonably specialised field. Exit students must have the personal qualities to empathise without involvement, be able to communicate, to be flexible and be able to cope with the tasks of the occupation.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Certificate level - Accreditation by ACT Further Education Committee.	ACT Office of FE requirement.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	To provide a generalist welfare officer at para-professional level on status.	
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	The order of the occupational tasks as revealed by surveying industry and the information gained from the content of other similar courses outside of ACT.	
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	Knowledge and skills required to perform perceived occupational tasks at an acceptable level of skill.	
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Structured to a subject order - in operation the course is a progression of knowledge, skill and attitudes.	Nature of the tasks involved.
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	The early establishment of a job description following the analysis of tasks from survey data, which indicated the importance of a proper mix of knowledge-skill-attitude.	
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	No. Apart from enabling year 10 education. The first year (stage I) is an acquisition of core knowledge and skills - Stages II & III becoming more specific.	The intention of the course designers is to allow for a progression of learning with high emphasis on inter-personal skills at top end.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	To achieve the maintenance of a high level of skill performance and the complete mastery over occupational tasks.	Competency in occupation - <u>Survival</u> .

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	A mix of assessment types - but mainly on continuing assessment - and self assessment. Some written examinations - assignments. In accordance with college and ACT Office of FE proposal submission guidelines. See 12 above. In this case a three year review in depth following feedback from exit students and employing agencies. Yes. Part 3 of submission document for final approval. No. Mainly concerned with specialist lecturers - f/t and p/t. (Listed in part 3 of document.)	Broad based programme. Policy documents. ACT Office of FE requires 5 year review. Responsibility of school.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The ACT Office of FE requires formal endorsement of programme consultative committee before it gives final approval. College procedure as well. The Council can not submit without endorsement.	The Programme Consultative committee. Best group to check the effectiveness of syllabus content as they are the employing agency's spokespersons.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. TEXTS AND REFERENCES. <u>LEARNING METHODOLOGY.</u>	<i>All these items are listed in the final submission document which follows college guidelines paper and ACT Office of FE guideline policy document. The Programme Consultative Committee is mainly concerned with the syllabus content. This may have been the only part of the full curriculum submission tabled?</i>	
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT (S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	<i>The College Council submits complete curriculum documentation as a 'package' to the Office of Further Education for approval and accreditation.</i> <i>In essence there is only one full curriculum documentation for approval (final).</i> <i>See attached check list.</i>	<i>ACT Office of FE operational procedure.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(s). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	<i>Explained above, see CD process No. 10, Q.13.</i> <i>Explained above, see CD process No. 10, Q.12.</i> <i>Assessment, evaluation and review requirements mandatory.</i> <i>Implicit in the selection of CD processes used.</i>	

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: ACT TAFE

WELFARE CERTIFICATE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
NEEDS DATA, e.g. NEED INVESTIGATION	YES		
DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM			Implicit
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS	YES		
FUTURE CURRICULUM REVIEW	YES		
QUALITY CONTROL PROCEDURE	YES		
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS	YES		
SUPPORT STAFF	YES		
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

ACT TECHNICAL AND FURTHER EDUCATION
CANBERRA COLLEGE OF TECHNICAL AND FURTHER EDUCATION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: GEOSCIENCE TECHNICIAN
COURSE

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 2

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION? 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	The recognition of the need came from the study area of the college. The need perceived as an in depth review of existing course which in effect would be a new course which would serve a wider client grouping, e.g. mining. Requests for major reviews usually originate through review policy of periodic revision or from inputs from consultative committees. See above. This is a major review. Internal, college study area applied. The formal point of entry was through the Program Consultative Committee. Formally the request is made to the Asst. Principal (Curriculum) who is the officer responsible for all curriculum matters in the college.	The earlier course was considered to be too academic for contemporary needs. The course had been designed to cater for university laboratories in geology depts and the needs of the Bureau of Mineral Resources. Review policy. The Programme Consultative Committee is the body (College based) with the best client group representation: Education-occupational-individual. Organisational structure of college and laid down administrative responsibilities in the ACT colleges of TAFE are similar to state TAFE Authorities. Apart from operating within the procedural guidelines laid down by the C/w Dept. of Education through the ACT Office of FE, the colleges are autonomous institutions to a large extent.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	Not in this instance.	Formal in the sense that the Program Consultative Committee is a formal college body.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	Acting on the authority of the Asst. Principal, with the approval of Head of School of the study area, the lecturer of the study area checked the validity of need through the consultative committee.	
	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY:		
	. H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C "	Asst. Principal (Curriculum) through course lecturer.	Administrative & supervisory responsibility. Experience & expertise.
	2. HOW IS THE NEED APPRAISED?		
	. INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	. By communicating (letters) to overseas employing groups. . By surveying Australian employing groups through a structured questionnaire. High, expectation of early delivery. As above.	Canada and United Kingdom were considered to be similar in mining development needs in this study area - USA not as compatible.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND?	Asst. Principal in authorising investigation of need.	Need and demand checked out at the same time.
	. H.O. - COLLEGE - SCHOOL - SECTION	Lecturer of study area in consultation with Head of School and assisted by staff of associated disciplines in colleges.	In ACT the questionnaire was used during personal interviews with client groups.
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL?		500 questionnaires were distributed to a wide cross-section of employers throughout Australia.
	. H.O. . COLLEGE . SCHOOL . SECTION		

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND • OCCUPATIONAL SURVEY.	Structured questionnaire	See above.
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	Analysis of survey responses. — Conducted as a schools staff development exercise. Also input from Educational Design Unit.	Research methodology. School staff had recently attended a seminar on questionnaire design and questionnaire validation.
	1. WHO MAKES THE DECISION TO PROCEED? • C.D. BRANCH - WHAT LEVEL OF STATUS. • DIRECTOR OR SIMILAR RANKED PERSON. • COLLEGE.	Asst. Principal (Curriculum) in consultation with Consultative Committee and EDU. The approval in principle procedure in accordance with the college guidelines policy document on submission of courses for approval. Use of form 001 which calls for outline information.	Approval in principle requires submission through College Board of Studies to College Councils Education Committee and then on to ACT office of Further Education for its appraisal. EDU and teaching staff prepare aims, objectives, etc.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	This is a vocational course which fits TAFE's charter.	
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	Outline information - sufficient to allow ACT OFE to appraise feasibility of course - college submission guidelines.	College policy which interprets requirements of ACT Office of FE.
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? ~~TAUGHT ELSEWHERE.~~ • ~~GGP.~~ • OTHER.	TAFE commitment to industry in light of strongly articulated request revealed by survey and other channels especially in view of inadequacy of existing course to meet contemporary and perceived future needs of an extended industry.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	ACT Office of FE	Administration of TAFE in ACT
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	Explained under CD process No. 4 above.	In the procedures used by colleges of TAFE in ACT. The approval in principle and submission for comment as in CD No. 4 are one and the same process.
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	See above: CD process No. 4	
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	Formally the asst. principal is responsible for overall planning. However in this instance the Geoscience Section of the school were the actual curriculum development group and they planned the management of the project. The EDU were the consultants & support grp.	In this case the curriculum development procedures usually adopted were not used, i.e. the step by step assistance of the EDU as in some other study areas.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED:	See above.	See above.
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	N/A	Structure
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	Asst. Principal (Curriculum) overall responsible. Consults with Head of School of study area. The main geoscience lecturer is in effect the team leader.	By virtue of his position in the school as head of department.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	Experience and expertise in study area.	
	3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	The main geoscience lecturer assisted by one other geoscience lecturer forms the curriculum development team and they co-opt lecturers (approval of head) of the school of general studies for help in related disciplines.	The course general curriculum is broad which called for a range of individual subjects requiring the expert knowledge of other f/t and p/t lecturers.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd) 8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY? 1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	<i>This category best fits ACT TAFE. As explained above the nucleus of geoscience staff plus other related staff of school on request.</i> <i>Total responsibility subject to consultation with Asst. Principal.</i> <i>See immediately above.</i> <i>In the ACT the college of TAFE is virtually autonomous, but is linked to the ACT Office of FE structurally for course approval.</i> <i>All within college structure. The OFE co-ordinates, liaises and approves courses and curricula greater than 72 hours.</i> (NIL)	<i>The group must have reasonable freedom governed by advice by programme consultative committee.</i>

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	<i>Existing course to be foundation for new i.e. the addition of other subjects and modification of existing content and structure.</i> <i>The Programme Consultative Committee.</i> <i>Overseas and Australia wide survey of existing courses.</i> <i>No</i>	<i>The Programme Consultative Committee biased in industry representation.</i> <i>In light of data from survey.</i>
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	<i>TAFEC Stream 2: Technician Certificate</i> <i>Educational institutions and the cluster of related industries under the broad heading of mining.</i>	<i>Previous course at same level.</i> <i>Earlier course too narrow in scope.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Certificate (Technician). Accrediting authority: The ACT Further Education Accreditation Committee.	The formal legal accrediting authority for TAFE courses in ACT (i.e. courses over 72 hrs)
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	To prepare students to be competent in a wide range of tasks related to the geoscience strands of the industries linked to the broad mining area.	The geoscience technician is envisaged as a field person as well as being competent in laboratory procedures techniques, etc.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	The general structure of earlier course.	Strongly influenced by previous certificate course structure.
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	Existing course subject syllabuses, the analysis of survey data & literature from overseas and Australia.	Relevancy of courses to the expressed need.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Subject oriented.	
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	Analysis of survey responses in regard to the wide range of occupational tasks at an accepted level of skill performance. Inputs from Programme Consultative Committee revealed need for a multi-discipline course content.	
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	Recommended entry level - Year 12 maths, science and English (but year 10 is accepted). No stipulated bridging subjects as such.	Enabling educational level to cope with para-professional level studies, especially science.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Occupational tasks dictate subject content. Subject topic objectives behaviourally expressed to ensure level of skill performance to achieve competency.	Emphasis on performance.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	Continuous assessment - written examinations in some subjects - major and minor assignments - field excursion reports and practical tests.	The mix of assessment types necessary because of cross-discipline approach to the study.
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?	In accordance with College, ACT Office of FE and ACT FEAC requirements.	
	. WHAT WAS THE NATURE OF THE ASSESSMENT?	A combination of types, mainly continuous assessment.	To serve the cross-disciplinary nature of course.
	. WHAT WAS THE NATURE OF THE QUALITY CONTROL?	Periodic major review. Student and employer feedback.	Policy
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?	Yes - In accordance with part 3 of FEAC guidelines document on submission of courses for final approval and accreditation.	
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	. WHAT RESOURCES WERE COVERED?		
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION?	No statement on learning methods.	Responsibility of school.
	. WHAT WAS THE NATURE OF EACH STATEMENT?	Yes - Under resources (see above, No. 14) Brief description.	
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The Programme Consultative Committee - wide industrial rep. Must endorse course syllabus before Board of Studies at the College submits final curriculum document to College Council.	Procedural . College . ACT Office of FE.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: ~~BACKGROUND INFORMATION~~ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. TEXTS AND REFERENCES. ~~LEARNING METHODOLOGY.~~	All these items are required to be listed in the curriculum submission for final approval and accreditation. *The Programme Consultative Committee mainly concerned with syllabus document.	• College guidelines • ACT Office requirement • ACT FEAC guidelines
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	From College Council to ACT Office of Further Education for final approval then to ACT FEAC for accreditation after implementation. Same detailed curriculum document (see * above) See attached checklist	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S).	A reference is made concerning review and evaluation.	FEAC guidelines.
	2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL.	Various: Mainly continuing. See CD process No. 10, Q.12 for detail.	As above.
	3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN.	Assessment, review and evaluation are obligatory.	The maintenance of course standards.
	4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	Asst. Principal (Curric.), Head of School, CD working group with the support of EDU select the most appropriate CD processes to suit the course. They are responsible for the inter-dependency of the processes.	

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: ACT TAFE

GEOSCIENCE TECHNICIAN COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		Brief outline
. DEMAND DATA, e.g. ANALYSIS	YES		Brief outline
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY			
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY			
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS			Entry only
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	?		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL	YES		
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS	YES		
FUTURE CURRICULUM REVIEW	YES		
QUALITY CONTROL PROCEDURE	YES		
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	Various communications: Interior Design Institute, Productivity Council, Design Council.	All parties expressed concern that overseas organisations were monopolising the education/training for this study area.
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	There is no real answer to their question. There are various approaches made for a course of this nature.	
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	It could have been expressed by firms, individuals and other groups interested in training for interior design.	
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION? }	Not applicable to this course as it is a new programme.	
	1. BY PERSONAL CONTACTS?	As above.	
	2. LETTER? TELEPHONE?		
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	The specialist teacher of the study area i.e. at section level who then discussed the request with Asst. Principal.	Because of the esoteric nature of the course in relation to the other college programmes, the specialist teacher provided the most direct link with industry.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	Specialist teacher formally communicated with Assistant Principal.	Asst. Principal is organisationally responsible for all curriculum activities in the college.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	As above.	
3. INVESTIGATION OF THE DEMAND.	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C " ———	Section (Specialist teacher of study area)	
	2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED ——— . PRIORITY " " " ——— . RESOURCES REQUIRED TO MEET NEED.	A structured questionnaire survey of the ACT area by specialist teacher. Made use of previous national survey data collecting instrument and posted the questionnaire to relevant industrial bodies. High because of expressed need. Bruce College had the capacity and the resources.	There had previously been a national survey of the study area. Manpower constraints within the college prevented structured personal interviews. Considered most appropriate because of shortage of staff and the need to commence the project.
	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION.	Assistant Principal at college who is responsible to College Principal and through him to College Council.	Powers and responsibilities. The ACT colleges are the main providers of TAFE education/training programmes.
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION ———	The specialist teacher who organised and managed the survey of industry.	The structured survey of the industry incorporated responses on demand.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY.	See above.	
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	Analysis of survey responses,	
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. WHO MAKES THE DECISION TO PROCEED? . ~~C.D. BRANCH - WHAT LEVEL OF STATUS.~~ . ~~DIRECTOR OR SIMILAR NAMED PERSON.~~ . COLLEGE.	Formally within the college it is the role of College Council. Structurally, in terms of TAFE courses approval procedures it is the Office of ACT Further Education.	The organisational and administrative structure of ACT TAFE. Refer to approval flowchart. See Figure 1 of ACT Overview, Section II.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	Considerably, as the nature of this proposed course is vocational in intent and content.	
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	Documentation for initial approval in principle. Guidelines laid down in College Manual of Operation.	The College is autonomous to a large extent and develops its own administrative procedures but does so in consideration of OFE.
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	These factors do not apply as this course is the only one of its kind in the ACT and will be peculiar to Bruce TAFE College.	Autonomy of ACT colleges of TAFE.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE. 2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE. 3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	At college level: College Council endorses, but the proposal must be also approved in principle by the Office of ACT Further Education. Outline of proposal: Broad aims of course, course objectives, reasons for course, programme advisory committee membership, level of award. Principal, Assistant Principal and the Head of school.	ACT TAFE procedure. Sufficient core information is required for OFE to appraise feasibility in light of total ACT TAFE commitments. The most relevant persons involved with the submission.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM. 2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED, 3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	The Asst. Principal through his role as the manager of curriculum development in the college and through his participatory role on the Programme Advisory Committee. A detailed involvement. The OFE approves in principle but does not manage the development of the full final proposal.	College organisational structure and administrative responsibilities. As above. College autonomy.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER. 2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER. 3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. H.O. DECISION MAKERS.	There is no team leader as such, but the Asst. Principal as the responsible person for college CD approves the sub group of Programme Advisory Committees working on the project. Because the syllabus design is mainly the work of the specialist teacher in liaison with College CE officer the composition of the group was automatic. See immediately above.	Admin. authority and responsibility. Nature of course.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP.	These categories do not apply. The CD sub-group consists of:	College organisational structure and admin. responsibilities.
	. H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.	. Principal . Asst. Principal . CD officer . specialist teacher.	
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	Total: Responsible for syllabus design and approval documentation.	
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	Total: As far as the planning, management, design of course and its curriculum development along college guidelines established for educational development.	
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?		
	8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.		
	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	N/A	The degree of autonomy of ACT.
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	N/A	As above.
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	N/A	As above.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE.	To establish individual subject objectives from occupational tasks and arrive at course subject content in accordance with the broad aim of the course.	Outcome of industrial survey.
	2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE.	School of Building (Bruce TAFE), Programme Advisory Committee, Head of school of study area.	Relevancy of course to industry.
	3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET.	No	Specialist teacher already well versed in contemporary literature.
	4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN.	No.	As above.
	5. WHAT DESIGN METHODOLOGY WAS USED?		
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE.	Middle level: TAFEC stream 2.	
	2. WHAT WERE THE PERCEIVED TARGET GROUPINGS		
	. INDUSTRY (OR CLUSTER)		
	. OCCUPATION	Interior design occupation.	
	. EMPLOYERS		
	. STUDENTS - ENTRY LEVEL	Year 10.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Technician, middle level TAFEC. ACT Further Education Accreditation committee.	The official, formal designated TAFE accrediting authority in ACT.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	Competency in the occupational tasks of interior design - emphasis on skill performance level.	The perceived need as revealed by analysis of survey responses.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	The inter-relationship of the occupational tasks and the levels of skill and knowledge necessary to progress through the course.	
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	The earlier national survey was designed to uncover two related areas: 1. the frequency of task; 2. the importance of the task. Allowed CD group to select content.	This data was used as the later survey of ACT was based on the national survey instrument.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Subject oriented, but arranged in a cross disciplinary manner to produce a fully trained exit student.	The course is a combination of associated strands which culminate in the final section of the course.
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	See directly above.	
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	No prerequisite subjects, but the college has a remedial learning section with open access and is arranged so that students may be streamed to cater for varying levels of remedial education.	In this case the need may be for remedial education in Maths, Science, English and Communications.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Occupational tasks analysis and the expressed level of skill performance to achieve the tasks.	The underlying philosophy of ACT TAFE vocational education/training is to express terminal objectives in behavioural terms - emphasis on competency.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	Combination of types: continuing assessment, written tests and examinations, on the job work performance associated with a major assignment. Yes, in accordance with college curriculum development guidelines and the ACTFEAC requirements for final accreditation. Yes, college guidelines for documentation and Part 3 of FEAC guidelines. See attachments Nos. 2, 3 & 5 of the ACT Overview in Section 11. No. Yes, as above.	Because the course is multi-stranded the broad based assessment tends to reflect this. ACT TAFE procedures for final approval.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	College based Programme Advisory Committee must endorse the syllabus of the course, which when documented for final approval lists additional information.	A requirement of the College Council and the ACT Office of FE. The ACT FEAC guidelines also require this endorsement for accreditation purposes.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: - BACKGROUND INFORMATION - COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, - ORGANISATION OF THE COURSE. - ASSESSMENT PROCEDURES AND QUALITY CONTROL. - TEXTS AND REFERENCES. - LEARNING METHODOLOGY. <i>Not listed</i>	The final document is drawn up according to ACT FEAC guidelines. All listed in parts 1, 2 & 3 of ACT FEAC guidelines.	Procedural ACT OFE and ACT FEAC Responsibility of college.
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	Internally: College Council through Board of Studies. Externally: Office of ACT FE for final approval then later to ACT FEAC for accreditation. The same documentation. Full detail according to guidelines of ACT FEAC. See attached checklist.	As above. As above.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	The ACT FEAC guidelines document Part 1 (1.8) requires a written statement in full curriculum document on course review and internal validation. Explained above, see CD process No. 10, response 12. 5 year review and college evaluation and maintenance of standards TAFE policy. Yes, Bruce College conducts its curriculum development through a 'system' model.	The policy of FEAC is for 5 year reviews of major courses and for continuing internal evaluation. ACT Office of FE responsible for total ACT TAFE.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: ACT TAFE

INTERIOR DESIGN TECHNICIAN COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION			This detail is required but in this case was not supplied. Future - Yes.
. DEMAND DATA, e.g. ANALYSIS			
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		College of ACT FE Office & FEAC require description of advisory committee. As above.
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY			
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS		NO	The multi-strands of the course are expressed in a novel blending circular arrangement.
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		ACT Office and FEAC guidelines - syllabus Part C.
ATTENDANCE DATA			
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		Each student's case treated separately.
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES			
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		
. INTERNAL			Both
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS	YES		
FUTURE CURRICULUM REVIEW	YES		
QUALITY CONTROL PROCEDURE	YES		
STAFFING REQUIREMENTS	YES		Part 3 of FEAC guidelines
STAFF QUALIFICATIONS	YES		
SUPPORT STAFF	YES		Teaching, not ancillary
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: SECRETARIAL STUDIES AWARD

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 4

NEW

T.A.F.E.C. FIELD OF STUDY: 4

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION? 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	<i>This is an existing NSW course and it has now been fully reviewed and documented and has passed through the ACT TAFE accreditation process.</i> <i>A new course in answer to an expressed need would be different.</i> <i>Various: . internally expressed, i.e. College via Advisory Program Committee</i> <i>. external - client groups.</i> <i>Yes - but the approach would depend on the extent of the curriculum development activity.</i> <i>Various means of communication.</i> <i>College: In the ACT situation the college is a fairly autonomous institution administratively linked to ACT Office of Further Education.</i>	<i>The recognition was that the course was in need of some modification and that it was not accredited.</i> <i>The ACT Further Education Accreditation Committee calls for a five year review plan unless considerable significant modifications made in the interim.</i> <i>e.g. a specialist lecturer is in contact with client associations.</i> <i>Structural and organisational.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	Formal: College checks out need with employing bodies, e.g. public service and private enterprise.	College is responsible and accountable to funding authority and the community for the validity of the programme. College staff in liaison with employing groups.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	An informal feedback reinforced formal check.	
3. INVESTIGATION OF THE DEMAND.	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C "	College	
	2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	In this case the course was and still is meeting the need in NSW. But lacked accreditation by FEAC. To meet FEAC requirement the NSW course was given a major review.	NSW has no single accrediting authority for TAFE courses. FEAC accreditation guideline paper.
	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION.	College: Asst. Principal is organisationally responsible for all curriculum development.	It was deemed necessary to check the demand for course feasibility before resources were committed.
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	College: A curriculum development officer assisted by a staff member of the college program advisory committee.	Programme Advisory Committee represents industry.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	Office of ACT Further Education	Structural - Organisational
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	Guidelines: . Outline of course . Aims and objectives . Reason for course . Consultative committee . Level of award . Entry requirements	Sufficient information to allow Office of ACT FE to appraise feasibility of programme.
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	. Principal . Asst. Principal	ACT TAFE college organisational structure and the college's policy on curriculum development procedure.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	Usually the Head of School in consultation with the Asst. Principal.	Asst. Principal responsible for CD activities in college. Head of School directly involved with programme.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED.	Detailed management.	See above.
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	N/A	
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	Asst. Principal consults with Head of school, selects the CD sub-group. There is no CD leader as such.	See above.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	N/A	
	3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	See 1. above.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.	. The Programme Advisory Committee (industrial - commercial representation) . College curriculum officer . Subject area teacher The college CP officer plus specialist teacher form working sub-group.	Structural - Organisational of college. Also in accord with office guidelines. Flexibility is a built-in feature.
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	The design of the syllabus.	
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	The syllabus group have a high level of decision-making power in respect to the design of syllabus.	In accordance with the College Manual of Procedure.
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?		
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	ACT TAFE colleges are virtually autonomous. The college is the formal structure responsible for CE of its courses.	Structural - organisational.
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	The college is linked to the Office of ACT FE mainly through the course approval procedure and accreditation.	" "
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	See above.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE.	. Modification of an existing course in accordance with review data from client groups.	. Accreditation process mainly
	2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE.	. Other ed. institutions . Institute of Private Secretaries . Public service . Private organisations	Endorsement - acceptance - validity.
	3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET.	No. Because the course was already in existence.	
	4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN.	No - as above.	
	5. WHAT DESIGN METHODOLOGY WAS USED?	Modifying an existing course.	
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE.	A course award at TAFEC Stream 4.	ACT TAFE nomenclature and classification is currently under review by FEAC/Office of ACT FE.
	2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Occupational - Secretarial	Expressed need.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Course award - Accredited by FEAC.	Policy - All TAFE courses of a certain type and length must be accredited through FEAC.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	Tasks to be performed, at an acceptable level of skill performance - plus attitudinal aspects.	Vocational course - strong emphasis on practical competency.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	Structure of course is based on the order of the occupational tasks described in the job profile.	An expectation by client group that early skill acquisition would ensue.
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	An examination of occupational tasks and the knowledge and skill levels required.	Terminal objectives are set from which subject content is ascertained.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Subject oriented.	Syllabus groups decision as being most appropriate presentation.
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	Course subjects selection governed by job description - based on tasks to be performed.	Terminal subject objectives all expressed in behavioural terms and student centred.
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	Entry: Year 10 standard - not prescriptive, no bridging subjects specified.	College has a remedial programme - classes streamed for flexible entry.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Terminal objectives behaviourally based.	Emphasis on practical competency.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	<i>Continuing assessment - class work - practical exercises - assignments.</i>	<i>Self paced assessment of performance levels.</i>
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? • WHAT WAS THE NATURE OF THE ASSESSMENT? • WHAT WAS THE NATURE OF THE QUALITY CONTROL?	<i>QC mainly deals with the effectiveness of speed and accuracy learning methods.</i>	<i>Competency.</i>
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? • WHAT RESOURCES WERE COVERED?	<i>Written into curriculum document Part C.</i>	<i>Documentation guidelines • College • Office of ACT FE.</i>
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? • WHAT WAS THE NATURE OF EACH STATEMENT?	<i>No</i> <i>Resources listed Part C of syllabus document.</i>	<i>A responsibility of Head of School.</i> <i>ACT Further Education Accreditation Committee guidelines.</i>
	11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	<i>Formal endorsement by industry/commerce/community by reps. on programme advisory committee.</i>	<i>College administrative and organisational structure. A committee of the institution.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. TEXTS AND REFERENCES. LEARNING METHODOLOGY.	<i>In the syllabus document in accordance with the college and Office of ACT FE guidelines.</i> <i>Not listed.</i>	<i>Structural - Office/FEAC</i>
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	<i>The Office of ACT FE for full appraisal before submitting to FEAC for accreditation. Before accreditation takes place the OFE finally approves.</i> <i>More detailed - Additional supporting and enabling information - pro-forma.</i> <i>See attached list.</i>	<i>Procedural</i> <i>The final documentation 'package'</i> <i>The complete curriculum document</i> <i>The courses feasibility in relation to total TAFE commitment.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(s). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	Mainly assessment. Continuous - class tests - speed and accuracy - assignments. Assessment obligatory The college utilises a 'systems approach' designed to give back checking of CD PROCESSES.	Emphasis on skill performance. Course aims Efficiency

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: ACT TAFE BRUCE TAFE COLLEGE

SECRETARIAL STUDIES AWARD

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		Required by ACT Office of FE As above
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

718

749

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY		NO	
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA		NO	
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	
	750		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW	YES		Internal validation
QUALITY CONTROL PROCEDURE	YES		
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS	YES		Part-time teachers
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

TAFE IN NEW SOUTH WALESCASE STUDIES

- . RESTRUCTURED COURSES: GRAPHIC ART - TRADE
- . FITTING & MACHINING TRADE COURSE - REVIEW
- . FIRE TECHNOLOGY CERTIFICATE COURSE
- . ADVERTISING CERTIFICATE COURSE
- . DENTAL TECHNICIAN CERTIFICATE COURSE

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: Restructuring of Courses in the School
of Graphic Arts: Broad Area Training - Trade Level

T.A.F.E.C. STREAM: 3

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	Background: Late 1960s Commonwealth Conference on Technological Change - identified need for broad based training in graphic arts - working party wrote a report 1970 - no action. In 1977 working party again set up - wrote an updated version of report - Head of School of Graphic Arts requested major review of the existing trade courses and that a survey of the graphic arts industry be undertaken. The new concept of broad based training meant restructuring to the extent that it could be regarded as a new course.	Working party originally outside of TAFE Dpt. All parties recognised the fragmented nature of the industry and that existing fragmented training did not meet the needs of the industry, especially in view of the technological changes. School of Graphic Arts conducted 15 separate trade courses to service the whole industry. To design a course relevant to a multi-facet industry.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? INDUSTRIAL VISIT TO SOURCE OF INFORMATION. OTHER MEANS - EXPLAIN.	The need was clearly recognised by the School of Graphic Arts and all the parties representing the occupational cluster which makes the graphic arts industry. Furthermore, a change in the award covering the printing industry pointed up the need to shift from narrow, specific based courses to a broader type of training. The report of the second working party gave outcomes of the survey of industry.	In 1975. Due to federal awards apprenticeships in graphic arts area were reduced to 4 years - (from 5 years).

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Evident from current trade courses enrolment trends.

TAFE Dpt's. role in training trade apprentices.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OR MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

SEE ABOVE RESPONSE.

At this stage Curriculum Services Division EO in consultation with head of school submitted a review plan based on, but modified, Admin. Circular 2215 - the unusual nature of the review required high level of flexibility.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

The initial industry based survey was followed by a TAFE survey, EO and WP members, 44 firms - managers - section supervisors - tradesmen - validated by inspection of workplace. Emphasis on occupational tasks.

The representatives of the Printing and Allied Trades Employer Association requested the methodology used by the TAFE WP.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Assistant Director, Curriculum Services Division approved review plan.

Nature of the project.

The curriculum review group set up was not the traditional course review committee with industry reps., but a special working party of teachers and division persons. This group accepted full responsibility and consulted with industry as a whole.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

The survey draft report(s).

Normally only the advisory committee.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Full responsibility.

Normal procedure for course review committee to take full responsibility.

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME? 1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE?	No. Assistant Director, curriculum and assessment.	
	2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE?	When the Assistant Director approves EO's review plan the approval in principle process has taken place.	Curriculum development processes no. 4 and 5 become one and the same.
	3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE?	Course review plan in modified form.	
	4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	To effect the survey of the 44 selected firms to establish occupation- al tasks.	Data for syllabus design.
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	The EO of Curriculum Services Division in charge of the project becomes the executive officer of the CD working party and takes full responsibility for the planning of the management of project.	

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

Because of his curriculum development expertise the EO becomes the team leader as well as automatically becoming the executive officer.

Under normal review circumstances the EO automatically becomes the executive officer and may be review committee leader - in some cases head of school is leader.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

Due to EO's role in survey and design unit of the Curriculum Services Division - his experience in the processes of curriculum development.

The Head of School of Graphic Arts in consultation with executive officer of the working party - the EO.

The School of Graphic Arts is central to the TAFE programmes in printing and in this case the Head had to make a selection of the staff he could spare.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

Normally the CD review group would be responsible to head of school who in many instances is the leader. In this instance the working party was directly responsible to SEO of CSD.

Diplomatic.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . ~~SEVERAL COLLEGES,~~
- . A COLLEGE

Both apply, the Head of School of Graphic Arts has statewide responsibility and there is a main School of Graphic Arts.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ~~ONE C.D. COMMITTEE TO SERVE ALL C.D.~~
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The EO of the appropriate survey and design unit of CSD is the linking person between the working party (in this instance), the head of school, head office (CSD) and the industry.

Structural - would also apply in the case of a course review committee set up in accordance with admin. circular 2215.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- HEAD OFFICE.
- COLLEGES.
- H.O. AND FIELD.

SEE ABOVE.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- TAKE FULL RESPONSIBILITY.
- ~~PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.~~
- ~~DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.~~

The working party, through the EO, had the agreement of earlier industrial working party for the TAFE working party to fully develop course provided the earlier working party was kept informed of process. The final 'package' was dictated by the data from the TAFE survey of the industry - the final structure was a compromise between TAFE and industry.

Although it is TAFE policy to give full responsibility to the course review committee, this project had a more than usual 'political' edge to it, and the industry itself is very fragmented and consequently sensitive especially in the area of Federal and State industrial awards: Metropolitan G/A - Federal + some State, Country G/A - Special Fed. + State.

Continuing liaison with industry.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- WHAT SOURCE SEARCH WAS CARRIED OUT?
- WHAT DESIGN METHODOLOGY WAS USED?

The whole of the graphic arts industry including the trade unions involved.

Library search and data bank retrieval not necessary as the TAFE industrial survey was very thorough and accurate.

Common areas complemented with specific training - Stage III selective areas.

To reduce the number of courses.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . INDUSTRY (OR CLUSTER)
- . OCCUPATION
- . EMPLOYERS
- . STUDENTS (ENTRY LEVEL)

Trade course - apprentice education/ training.

A multi-stranded industry.

Apprentice training open access but usually indentured with Year 10 as the minimum.

Existing trade occupations have required 15 separate training courses.

Minimal enabling education.

2. WAS THE SYLLABUS DESIGNED FOR

- . ~~FULL TIME STUDENTS~~
- . PART TIME STUDENTS?

Part time.

Apprentices Act.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Director of TAFE gives final approval. Apprenticeship Commission ratifies - industry endorses.

There is no single accrediting authority as such.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

N/A - SEE ABOVE.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

To broadly educate/train in a common broad-based core of study with selective lateral extension in later stages.

To achieve a reduction in the number of separate courses.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

AS ABOVE.

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7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?

Course content influenced mainly by the occupational tasks data gathered by survey. Also influenced by existing courses content.

The analysis of the occupational tasks and its acceptance by industry as truly reflecting the 'state of the art'.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

It is subject oriented, but in the lateral extension phase in Year III the presentation is somewhat modular or unitised.

To achieve both broad-based core knowledge and skills and to be able to train for specialist areas.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

Individual course subject content was selected to match occupational tasks and skill performance.

Relevancy.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Not in the strict sense, but some interim special studies planned in 1980 to suit the needs of implementation in 1981. These studies are designed to bridge the gap over the transition period - old - new.

To ease problem of phasing out old course.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Individual subject content based on the subject terminal objectives derived from occupational tasks and the perceived levels of student skill performance.

Strong emphasis on skill performance.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Planned to be continuing - for flexibility ARPM currently working on assessment.

Assessment is central to quality control of course.

11. FORMAL ENDORSEMENT
AND APPROVAL
(USE OF DOCUMENTS)

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13. WERE ASSESSMENT AND OTHER QUALITY
CONTROL STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY
CONTROL?

Refer to Q12 response.

14. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO
RESOURCES?

- . WHAT RESOURCES WERE COVERED?

Unlike other major course reviews where a single, comprehensive course review committee report is submitted for approval before this committee develops the course syllabus, this course's working party prepares reports on a continuing basis. A final report will be written, but the syllabus is being developed.

Special circumstances surrounding this project, i.e. there are 'political' constraints to be overcome.

15. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - " "
- . SPECIAL EQUIPMENT - " "
- . SPECIAL ACCOMMODATION- " "

They feature in some of the brief reports and will be listed, if necessary, in the final report draft.

1. IN THIS PARTICULAR CASE STUDY WHAT
AUTHORITIES ASSOCIATIONS, EMPLOYER
GROUPS AND OTHERS GAVE ENDORSEMENT?

The Graphic Arts Employers Association who set up original working party were continually consulted. The structure of the syllabus was appraised and endorsed. Then the advisory committee (Apprentice Commission) for ratification.

Acceptance by the industry.

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12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

Most of these items covered in interim reports and most will be listed in the final report, yet to be written.

A departure from normal curriculum services and departmental procedure took place with this course due to its special nature: following industry's endorsement the documentation to date was submitted to the new and revised committee for further approval where both the head of school and the EO presented the case.

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED? (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

EO as executive officer in consultation with Educational Methods Unit and the Assessment Research and Development Unit of Curriculum Services Division, will draw up final report, which together with the syllabus document will form the final curriculum documentation.

Partly procedural, partly special due to nature of project.

Because this course is really a new course and exceeds 200 hours, and because of its sensitive industrial implications, the submission will be to the Minister.

Will be the full curriculum documentation i.e. final report plus syllabus document.

See attached check list.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT (S)

Mainly assessment statements.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

*Still being worked on by Assessment,
Research and Development Unit of
Curriculum Services Division.*

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

Not written in curriculum documents.

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*EO as team leader was responsible to
see that all curriculum processes
selected were the most appropriate
and effective to achieve the course
plan.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: NSW DEPT. OF TAFE

RESTRUCTURING OF COURSES IN THE SCHOOL
OF GRAPHIC ARTS: BROAD AREA TRAINING -
RADE LEVEL

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES)		Working party report.
. DEMAND DATA, g. ANALYSIS	YES)		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD		NO	In departmental attached form, e.g. SC 6-7
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		Report
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		Report
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		Attached forms
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	Attached forms
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	Repr
ATTENDANCE DATA			
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	Taken care of by special transition studies
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		Cont Trans
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	Report
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	Departmental policy document
QUALITY CONTROL PROCEDURE	YES		Assessment - review
STAFFING REQUIREMENTS		NO	Report
STAFF QUALIFICATIONS		NO	Report
SUPPORT STAFF		NO	Report
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE			Will probably feature in final submission

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: FITTING & MACHINING TRADE COURSE
REVIEW

T.A.F.E.C. STREAM: 3
T.A.F.E.C. FIELD OF STUDY: 5

NEW
REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	A recognition among lecturing staff that the existing course needed to be reviewed. Also due to departmental policy document 2215 on review procedures for major courses, i.e. a review every 5 years. There were no formal requests for course review from industry. A senior officer of the Curriculum Services Division wrote a fitting & machining trade course review plan which was submitted to Assistant Director of the Curriculum and Assessment in the Curriculum Services Division for approval to establish a review committee. Plan Listed objectives: • planning phase • investigation phase • curriculum development phase.	The existing course had not been reviewed in any major form since 1965. Informal feedback from industry revealed that course failures were coping well in industry. In accordance with departmental policy: Admin. circular 2215, para. 8. (The Admin. circular 2215 is currently under review.) The establishment of a Course Review Committee is the catalyst which effects further action.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? • INDUSTRIAL VISIT TO SOURCE OF INFORMATION. • OTHER MEANS - EXPLAIN.	The Curriculum Development Committee is the Course Review Committee. The approval given by the Director of TAFE through Assistant Director of Curriculum and assessment to set up a Course Review Committee automatically authorises investigation of need. Industry thoroughly surveyed by means of a structured questionnaire: management, supervisor & tradesman levels of responses. Fitting and machining teachers, current students, and ex students also surveyed.	Organisational. Policy, C.F.2215 To obtain a thorough appraisal of the metals industry as a whole and the involvement of fitting and machining. An educational response to the perceived needs of the fitting and machining occupation(s).

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Assistant Director.

Demand data derived from survey responses, which in effect is a reinforcement of existing enrolment trends.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OR MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

The Review Committee, which comprised the Head of School of Engineering Trades, Head of Division, Fitting and Machining and representatives of the Industry.

Responsibility of Course Review Committee to carry out all phases of course review and to consult with the Advisory Committee of study area (mainly industry based).

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Structured survey: Questionnaires

Part of approved review plan

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Acceptance of existing enrolment trends reinforced by an analysis of survey responses.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Approval of course review plan to set up a Course Review Committee is also approval to proceed. Once established the Course Review Committee takes responsibility for Committee's comprehensive report.

Delegated powers and responsibilities of Assist. Director Curriculum. The Committee's report, once accepted, allows the Executive Officer, an EO of Branch usually, to prepare syllabus documentation.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

The course review plan drawn up and submitted to Asst. Director of Curriculum and Assessment (see CD Process No. 1).

Divisional policy - procedure.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Course Review Committee draws up the comprehensive report which is the pre-cursor to the syllabus document.

As immediately above.

5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

Not at this early stage.

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

The approval in principle process is taken care of at the time when the Senior Education Officer of the Survey and Design Unit B of the Curriculum Services Division submitted the course review plan for approval to set up a Course Review Committee.

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

Organisational.

*Authority of admin. circular
2215: Procedures for Review of
Courses in Depth.*

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

The Course Review Committee took full responsibility. A management plan was set up and strategies described for the conduct of the course review project, which included the curriculum development of the revised course.

*Policy of Curriculum Services
Division.*

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER?
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . ~~THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.~~
- . ~~OTHER~~

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.
- . A COLLEGE
- . MIXTURE OF NO PERSONS & COLLEGE

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ~~ONE C.D. COMMITTEE TO SERVE ALL C.D.~~
- . ~~SEPARATE C.D. COMMITTEES FOR EACH C.D. AREA.~~
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The Curriculum Branch Education Officer is the Executive Officer and the Course Review Committee elects its own 'team leader' at the first meeting of the group.

In this particular case the leader was the Curriculum Branch EO. This is not the usual procedure which usually has the Head of School as leader.

The Executive Officer and the Head of School select college and industry members and negotiate with the Heads of Curriculum Services Division, Educational Method and Assessment Research and Development Units for persons to be included on the Course Review Committee.

Formally the Review Committee is directly responsible to the Head of School and the Chief Research Officer of Research and Design Unit B.

A good mix of HO, colleges, statewide schools, research, assessment and industry (the industry reps. from metropolitan area).

The Education Officer of the Curriculum Services Division, who is the team leader and Executive Officer of the Committee, is the main linking person.

For every major review or new course curriculum development a committee is set up.

The Head of School in NSW TAFE structure has statewide responsibility for the study area.

A wide range of specialist knowledge and skills. Normally the specialists from Methods and Assessment are called in as required.

Powers and responsibilities of the two positions in relation to curriculum development.

All relevant to project.

Structural

Departmental policy.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

- . HOW ARE C.D. COMMITTEE MEMBERS SELECTED? N/A
- . HEAD OFFICE.
 - . COLLEGES.
 - . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- ~~. PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.~~
- ~~. DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.~~

Curriculum Review Committee.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

*Refer to CD Process No. 2, Q.3
Library search and ERIC retrieval.*

*The Course Review Committee's
comprehensive report lists all
persons, groups etc. who were
respondents to survey
questionnaires.*

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . INDUSTRY (OR CLUSTER)
- . OCCUPATION
- . EMPLOYERS
- . STUDENTS (ENTRY LEVEL)

Trade Certificate Course (basic)

Trade apprentices, and practising tradesmen - post trade students.

Fitting & machining occupation.

Spread through a cluster of activities associated with the metal industry as a whole.

Open access, but Year 10 recommended.

The major review of basic trade course will have a bearing on post-trade training.

Industry identified as:
 . Broad industry type
 . Engineering component
 Apprentices Act.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

Part-time students attending under two schemes.

. Block release or day release.

Normal apprentice attendance.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

There is no single accrediting body - Director of TAFE accredits and apprentice authority ratifies.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

As above.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

To produce a broadly trained person in the earlier units of the course who could then specialise.
 Occupational tasks provided criteria.

The educational philosophy of TAFE to provide broad based education and personal development.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

- . To achieve the general aim of the course.
- . General educational principles of progressing from simple to more complex.
- . The maturity of students.

Planned to integrate mathematics and science with theory and practice.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

An analysis of survey data, the existing course content, perceived technology changes.

Relevancy of content to revealed occupational tasks.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented in the main, but later part of course more in modular form.

To allow Stage III apprentices to make selection of specialist training.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

Analysis of research data.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

No bridging subjects deliberately planned, but entrance tests in maths used so that students may benefit from remedial studies.

Apprentice courses open access.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Trade training stresses knowledge acquisition and skill performance. This leads to subject terminal objectives being expressed in behavioural terms.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

There are rigidly imposed criteria for assessing practical skill performance. Theory is assessed by objective tests department supports concept of an examination bank.

Maintenance of standards.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: . LEARNING METHODOLOGY - GIVE DETAIL . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION - " " 1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	Written statements on assessment. See No. 11 above. Strict observance of terminal assessment. Yes, both human and material resources. Syllabus document currently being developed. Learning methodology will be included in the form of teacher Guide, ready in 1981. Official course revision proposal form SC7 allows for statement on staffing needs. As for special staffing. Will be written, including visits to industry. No formal submission, but Advisory Committee by approving Syllabus Committee's report in effect endorses course.	Policy. The periodic review policy is also a quality control. Budget control.
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12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD,
LENGTH OF COURSE, FORM OF
PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

The Course Review Committee's report
is very comprehensive and refers to
these factors.

The Advisory Committee cleared the
report (not syllabus) before its
submission for approval to further
develop the syllabus document.

Acceptance by industry.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET)

As explained above, the Review
Committee report has been previously
submitted, but may also form part of
final overall curriculum documentation.
The Executive Officer, with support
from Course Review Committee to draw
up syllabus document. Whole curriculum
package submitted to Principal Research
Officer of Curriculum Services
Division, who is the Executive Officer
of the New and Revised Courses
Committee to which all courses are
submitted for final recommendation.
Through the New & Revised Courses
Committee, which recommends to the
Director of TAFE Department, who gives
the final approval for all trade
courses.

Besides the overall syllabus structures,
the final syllabus document contains
all details of the individual subject
syllabuses.

See attached check list.

All new and major review course
proposals are submitted to the
New and Revised Courses
Committee, which is a sub-
committee of the TAFE Dept.'s
Major Educational Policy Board:
The Board of Studies.
The Chairman of the N & RC
Committee is the Asst. Director
Curriculum Assessment.

Policy of Department

- . Minister approves any new
course over 300 hours of
training into a new field.

Director of TAFE

- . All substantial revisions of
existing courses of over 300
hours of instruction.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT (S)

Strong statements on assessment in the
review report.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

Refer to CD Process No. 10, Question 12.

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

Departmental policy of major reviews of
trade (and other) courses every 5 years
in accordance with procedures laid down
in Admin. Circular 2215.

Departmental policy.

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

The Course Review Committee, the
Executive Officer in particular are
responsible for the choice of curriculum
development processes most appropriate
and effective to the project.

General note:
The Head of School in the
particular study area has a
state-wide responsibility for
the maintenance of course
standards. He may order minor
changes.
The Apprenticeship Commission,
through the Advisory Committees,
Section 18/2 of the Apprentices
Act also has a watching brief
(TAFE has rep.).
Also individual teachers in the
servicing schools have the day
to day responsibility for the
maintenance of standards.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: NSW DEPARTMENT OF
TAFE
FITTING & MACHINING, TRADE COURSE REVIEW

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		Review Report
. DEMAND DATA, e.g. ANALYSIS	YES		Review Report
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT		NO	Review Report
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	Review Report
CURRICULUM DEVELOPMENT PROCESSES USED		NO	Review Report
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA		NO	
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	Departmental policy document
QUALITY CONTROL PROCEDURE		NO	Assessment
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: Fire Technology Certificate Course

T.A.F.E.C. STREAM: 2
T.A.F.E.C. FIELD OF STUDY:

NEW
REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. ~~2.2 A MAJOR REVISION.~~ ~~2.3 A MINOR CHANGE.~~	Formally: A letter from association representing industry to Director of TAFE. Request directed to Curriculum Services Division. Assistant Director CSD referred through CRO to appropriate Survey and Design Unit for action. i.e. to investigate viability of the proposed new course. Assistant Director CSD requests action. EO of study area alerted by SEO after consultation with unit's CRO. New programme. EO begins early familiarisation of industry and prepares plan to be submitted to Asst. Director CSD.	Normal procedure for formal CD requests passing through Director's Office. Organisational. Administrative procedure.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	EO prepares for survey of the industry. Assist. Director CSD. EO prepares survey instrument: a structured questionnaire. To be applied by personally interviewing firms. Instrument designed to investigate need and demand.	Delegated authority of office. To clearly identify occupations making up the industry.

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Assistant Director CSD.

Heads CSD (Curriculum).

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OR MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

Education officer of Curriculum Services Division with some assistance from school based committee.

Identification of occupations - a work study.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Formal: structured interviews, mostly personal - some by telephone.

Considered most effective because of urgency of proposal.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Analysis of survey responses, demand estimated.

New course proposal.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Submission of EO's Investigative report on the industry's need and its responses to demand.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

AS ABOVE.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

See approval in principle.

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME?	SEE BELOW.	The special circumstances surrounding this proposal.
	1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE?	A shift from normal procedure. Head of school makes decision for school to continue with the development of a broad syllabus outline with some consultation with CSD through EO.	
	2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE?	The CSD has established ad hoc CD group. School has a working party on outline with industrial representation.	Under such circumstances the EO may be actively involved. Depends on head of school.
	3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE?	The preparation of a broad syllabus outline.	Normal procedure would be for CD committee to prepare a background report, but this is achieved by the EO's investigation of need and demand.
	4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	SEE ABOVE for CSD's involvement at this stage.	
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	The head of division within the school took responsibility for planning the further management of the syllabus development and reported directly to head of school. The chairman of school working party was a subject teacher expert in the study area. Takes responsibility for the actual development of proposed syllabus.	EO in consultative relationship Need to quickly arrive at a proposed syllabus to meet request of the industry.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

In this instance the appointment was made by head of school.

Special nature of proposed course.

N/A.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER _____

Head of school, in consultation with EO and head of Study Area Division, appointed school representatives on CD committee. The ad hoc advisory committee of the occupation, recommends industrial reps.

To ensure close industrial participation in the development of syllabus.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

To ad hoc advisory committee of which the head of school is chairman.

Association of TAFE with industry.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE. _____
- . SEVERAL COLLEGES. _____
- . A COLLEGE _____

Both: EO and head of school have statewide responsibilities. Industry representation mainly from metropolitan area. Industry reps. in strength on syllabus committee.

Syllabus acceptance by industry.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?
- . ONE C.D. COMMITTEE TO SERVE ALL C.D. C.D. AREA.
 - . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
 - . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES? _____

The EO of the project from CSD is in continuing consultation with CD committee - in effect acts as the professional curriculum development consultant.

EO is therefore the main official linking person between the TAFE head office, the school, the CD syllabus committee and the industry.

Normal TAFE policy is to set up ad hoc industry based advisory committees and ad hoc syllabus sub-committees for each major course proposal.

Administrative procedure.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

SEE ABOVE.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . ~~PUT INTO EFFECT A COURSE DESIGN~~
- . ~~DRAWN UP BY OTHERS.~~
- . ~~DESIGN A COURSE ALONG SET GUIDE-~~
- . ~~LINES FROM ANOTHER GROUP.~~

The head of school through head of
division (i.e. person in charge of
the study area at the school).

And there may be consultation with
EO of CSD from time to time.

Explained earlier.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

A broad, but representative section
of the industry was surveyed and a
similar representation is on advisory
committee.

Library search conducted.
To construct course syllabus from
established occupational tasks
revealed by survey questionnaire.

Legitimacy of course.

Course content mainly.

Syllabus relevancy to
perceived needs.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:	Head of school, in consultation with EO CSD, through the CD working party.	Special nature of course and its stated urgency.
. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?	Certificate.	TAFEC Stream 2.
. WHAT WAS THE PERCEIVED TARGET GROUPING:	Operatives in the industry.	A number of occupations.
. INDUSTRY (OR CLUSTER)	Strictly a cluster of occupations within the broad industry of fire protection.	
. OCCUPATION		
. EMPLOYERS	Local councils, C/W Fire Board, the Board of Fire Commissioners, insurance companies, private firms etc.	Broad spectrum of interested parties.
. STUDENTS (ENTRY LEVEL)	Year 10 or equivalent.	Enabling education.
2. WAS THE SYLLABUS DESIGNED FOR		
. ~~FULL TIME STUDENTS?~~		
. PART TIME STUDENTS?	Part time.	
3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?	N/A.	No single accrediting authority in NSW.
4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?	N/A.	
5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?	A broad area of common core knowledge and skills to cater for a variety of tasks.	Broad spectrum of relevant occupations.
6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?	The perceived order in which skills and specialised knowledge correlated or were inter-dependent for meaningful progression through the course.	AS ABOVE.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	<i>Content derived from the necessary knowledge and skills to achieve competency in the execution of the broad band of occupational tasks within the disciplines.</i>	AS ABOVE.
8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?	<i>Integrated units - a combination of theory and its application to tasks.</i>	AS ABOVE.
9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?	<i>Analysis of occupational tasks from survey of industry by CSD.</i>	AS ABOVE.
10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?	<i>No.</i>	
. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?		
11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?	<i>Explained above, tasks as basis.</i>	<i>Emphasis on competency.</i>
12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?	<i>A variety of assessment types due to broadness of the industry. In this instance developed by CD working party or syllabus committee.</i>	<i>Normally assessment design is the responsibility of the ARDi of Curriculum Services Division.</i>

13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?

Yes. A written statement as to type, e.g. category A or B.

. WHAT WAS THE NATURE OF THE ASSESS'T?
. WHAT WAS THE NATURE OF THE QUALITY CONTROL?

Various.

No statement.

14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?

. WHAT RESOURCES WERE COVERED?

15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO:

. LEARNING METHODOLOGY - GIVE DETAIL
. SPECIAL STAFFING - " "
. SPECIAL EQUIPMENT - " "
. SPECIAL ACCOMMODATION- " "

Not in syllabus document, but are listed in associated administrative forms, e.g. SC 6.

Administrative procedure.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)

1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?

Mainly the endorsement of the ad hoc advisory committee set up to represent the broad based industry and to give advice on relevancy of course.

Course acceptance.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . ~~QUALITY CONTROL.~~
- . ~~TEACHING AND REFERENCES.~~
- . ~~LEARNING METHODOLOGY.~~

Advisory committee mainly concerned with syllabus document. However the final curriculum overall document contained background information, the details of the course syllabus and the CSD need and demand survey report. The latter as an appendix. Administrative forms, such as SC 6 not attached.

AS ABOVE.

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED? (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

Head of school through the CD syllabus sub-committee drew up syllabus document - EO consulted. Syllabus document (within the overall curriculum document) plus administrative forms and other supporting memoranda formed final submission for approval.

Resources, accommodation and other relevant information to allow for a complete appraisal to be made in light of overall departmental commitments.

To the Minister because this course represented a move into a new area and that it was over 300 hours duration. The submission is first examined by the new and revised courses committee which has the power to send back for amendment or recommend to the Minister for his approval.

Minister's responsibility.

A sub-committee of the TAFE Board of Studies - one of the several high level committees of the TAFE Department.

Explained above.

See attached check list.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(s)

No written statements.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

Explained above.

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

N/A.

*Department has a written state-
ment on maintenance of standards*

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*CD syllabus committee responsible for
choice of CD processes to effect
syllabus proposal.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: NSW DEPT. OF TAFE
FIRE TECHNOLOGY CERTIFICATE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION			Report
. DEMAND DATA, e.g. ANALYSIS			Report
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		Syllabus
COURSE AIMS	YES		Syllabus
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD		NO	By title
REASON FOR CLASSIFICATION	YES		Report
EMPLOYMENT STATEMENT	YES		Preamble to syllabus
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		Syllabus document
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		Advisory Committee
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		School of Chemistry and Metallurgy
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		Course aims not objectives
STUDENT ENTRY		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	Title (cert.) implies
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		Structure
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		Objectives only
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		Category of assessment
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	Listed in attached admin. forms e.g. SC6
ATTENDANCE DATA		NO	
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL		NO	
. EXTERNAL		NO	
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS			
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS	YES		Admin. forms attached to final submission
CURRICULUM RESOURCES NEEDS	YES		Admin. forms attached to final submission
FUTURE CURRICULUM REVIEW	YES		Policy document
QUALITY CONTROL PROCEDURE	YES		Admin. forms attached to final submission
STAFFING REQUIREMENTS	YES		" " " " " "
STAFF QUALIFICATIONS	YES		" " " " " "
SUPPORT STAFF	YES		" " " " " "
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		" " " " " "

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NEW SOUTH WALES
DEPARTMENT OF TECHNICAL AND FURTHER EDUCATION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: ADVERTISING CERTIFICATE COURSE

T.A.F.E.C. STREAM: 2

NEW

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE.	From the Director of TAFE through Asst. Director Curriculum Services acting on a request from a sub-committee of the School of Business and Administrative Studies, which acts as the Advisory Committee of the study area.	A feature of TAFE organisation. The existing course on advertising was not scheduled for a major review. Therefore considered as a special project - but to be carried out using existing resources.
	2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? ~~2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME.~~ 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	Appointment of an EO of Curriculum Services Division to become project officer, which involves becoming the Executive Officer and leader of an ad hoc Course Review Committee. A major review (special)	Organisational structure of Curriculum Services Division.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED?	Assistant Director CSD. The existing course not satisfactory. Not meeting the industry's needs. High drop-out. The School had already done some restructuring e.g. retailing - advertising. EO and Review Committee carry on further investigation in conjunction with staff of school questionnaires.	The investigation of the need indicated an extension of target groups due to changes in the industry, e.g. more smaller institutions/firms such as creative boutiques. Surveyed ex students, employers, teachers.
	2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.		

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Assistant Director of CSD.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OR MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(s).
- . OTHER.

Explained above CD Process No. 2, Q.3. Need and demand coupled in this instance.

Demand existing according to initial enrolments in existing course.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Enrolment trends.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Analysis of enrolment data, also prognostication of numbers being attracted to new revised course.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . ~~RECOMMEND ONLY AND TO WHOM.~~
- . ~~WHO MAKES THE DECISION.~~

A Review Committee, once approved, has a large measure of freedom to plan and carry through the project.

Curriculum Services Division policy approved by Department. Asst. Director CSD approves all funding required for project.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

EO (project manager) as Executive Officer draws a brief review plan in consultation with SEO and Committee and submits it through Branch line management for Asst. Director CSD for approval to proceed.

In accordance with the procedures laid down for major reviews in TAFE Admin. Circular 2215. Usually this brief review plan is submitted for approval by the Executive Officer before the first meeting of the Review Committee.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Exec. Officer has this responsibility.

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME? 1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE? 2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE? 3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE? 4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	<i>Advisory Committee may be consulted.</i> <i>Assistant Director CSD approves in principle when he approves the EO's review plan.</i> <i>By Executive Officer (EO of CSD)</i> <i>Brief review plan.</i> <i>To plan management for researching, course design, course development.</i>	<i>In accordance with TAFE Admin. Circular 2215.</i>
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	<i>EO, CSD and his CD Review Committee take responsibility for the planning of the management of all phases of the project's development. EO in continuing consultation with the SEO of the appropriate Survey and Design Unit of Curriculum Services Division.</i>	<i>Organisational.</i>

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER. 2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?	EO is appointed as Executive Officer of Course Review Committee by SEO of CSD. Experience and curriculum development expertise of the selected EO is gauged by SEO.	Line management function of CSD. Selection of the most effective officer available in the unit at the particular time.
	3. WHO SELECTS REMAINDER OF C.D. TEAM? - THE TEAM LEADER. ~~THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE.~~ - OTHER 4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE? 5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED? - STATE WIDE. ~~SEVERAL COLLEGES.~~ - A COLLEGE - MIXTURE OF HO PERSONS & COLLEGE PLUS INDUSTRY.	The Head of School in conjunction with EO for educational representation. In this case the release of one full time teacher. EO invites representation from industry. In this instance three industry persons on Course Review Committee. EO as Executive Officer and virtual project manager report to Asst. Director CSD through Branch line management: SEO - CRO. Statewide, but metropolitan based, i.e. industrial firms nearly all have Sydney based head offices.	Normal procedure is for a request to be made through the Head of School to CSD for part-time release of selected staff subject experts. Organisational. TAFE's policy of serving a total industry.
8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.	1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.? ~~ONE C.D. COMMITTEE TO SERVE ALL C.D.~~ - SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA. - HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?	EO as Executive Officer and project manager is the main linking person between the Curriculum Services Division, the school concerned, the course review ad hoc committee and the industry through the Advisory Committee. It is TAFE policy to establish ad hoc course review committees as the need arises.	Optimum communication between all relevant parties. There is a measure of common membership between Course Review Committee and Advisory Committee as well as the linking role of EO. Admin. Circular 2215.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- ~~. PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.~~
- ~~. DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.~~

Course Review Committee take full responsibility for course design and its curriculum development up to the implementation phase.

Organisational.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

A broad spectrum of firms associated with advertising, e.g. a large number of advertising agencies, newspapers. A library search was conducted by Course Review Committee.

To analyse investigation data, particularly occupational tasks, to produce a broadly trained exit person through a three way stream (i.e. core skills in the three streams.

Other existing relevant courses.

The need for a generalist with ability to specialise as well.

10. SYLLABUS DESIGN

- | | | |
|---|--|--|
| <p>1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:</p> <ul style="list-style-type: none"> . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE? ————— . WHAT WAS THE PERCEIVED TARGET GROUPING: ————— . INDUSTRY (OR CLUSTER) ————— . OCCUPATION ————— . EMPLOYERS ————— . STUDENTS (ENTRY LEVEL) ————— | <p>TAFEC stream 2 - Certificate</p> <p>. School leavers (min. Yr. 10)
. Persons working in industry</p> <p>A cluster of related occupations: advertising agencies, print media.</p> <p>School leaver: Yr. 10
Mature entry: Be able to cope, a counselling value judgement.</p> | <p>Usual recruitment group.</p> <p>Growth of industry</p> <p>TAFE philosophy: open access.</p> |
| <p>2. WAS THE SYLLABUS DESIGNED FOR</p> <ul style="list-style-type: none"> . ~~FULL TIME STUDENTS?~~ . PART TIME STUDENTS? ————— | <p>Part-time students - evening classes mainly.</p> | |
| <p>3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?</p> | <p>Not accreditation in the strict sense but industry's acceptance of certificate.
Director of TAFE approves.</p> | <p>No single accrediting authority in NSW.</p> |
| <p>4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?</p> | <p>The national association representing advertisers will endorse.</p> | |
| <p>5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?</p> | <p>The flexibility and mobility of the exit student - to be educated/trained in the core knowledge and skills of a perceived three way industry and be able to adapt to specialisation.</p> | <p>The perception of Course Review Committee from industry's responses to investigation.</p> |
| <p>6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?</p> | <p>Structure and sequence of course influenced by the order of occupational tasks in industry - to provide immediately useful skills. Also dictated by traditional learning steps.</p> | <p>As above.</p> |

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?

To arrange individual course subjects in the most optimum way to achieve the general course aim described in No. 6 above.

Structured in three streams but with core knowledge and skill across all three followed by a wide choice of elective subjects to suit individual needs.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

See No. 6 above.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

• WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

No bridging subjects specific to this course, but remedial studies in written English is available to general public.
Recommended that persons with a minimum age of 19 enrol in course.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Subject objectives written and based on the competencies required to perform occupational tasks, which influenced the selection of course subjects.

A strong emphasis on skill performance and personal attitude of student.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

A combination of assessment types to suit the broad and specific aspects of course mainly continuing assessment - written examinations - presentation of practical assignments to full class.

The wide range of competencies required by industry.

Esoteric nature of course.

13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY CONTROL?

Assessment design is usually the function of ARDU of CSD but in this instance, the presentation of the project i.e. the main work assignment of student, is given high value. It is run in one centre with an adjudicating panel of teachers, industry representatives.
The spread of assessors makes for a high level of quality control.

14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?

- . WHAT RESOURCES WERE COVERED?

- . Request for specialist services.
- . Special equipment e.g. video (mainly software).

15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING
- . SPECIAL EQUIPMENT
- . SPECIAL ACCOMMODATION

Yes, as teaching guides.

Referred to in Course Review Committee report.

Normal procedure is for the Course Review Committee to submit its investigative report to CSD through EO and when approved proceed with the syllabus design and its curriculum development.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)

1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?

The Course Review Committee with its industrial rep. endorses, Advisory Committee representing the broad interests also endorses the course review's report and the proposed syllabus.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?
(E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)

The background information in the Review Committee report had already been seen by Advisory Committee and it could be taken as read and endorsed.

Written in syllabus document and appraised by Advisory Committee.

The EO as Executive Officer of Course Review Committee responsible for documentation.

Director of TAFE through the Executive Officer of the New and Revised Courses Committee.

The H & RCC has the power to reject & send back to CSD if need be or to recommend its acceptance by the Director of TAFE.

In this case the full curriculum documentation, comprising: The Course Review Committee's final report, the syllabus document, and the administrative forms and memoranda which usually accompany a final submission, e.g. form SC7.

See attached check list.

Policy.

A sub-committee of the TAFE Board of Studies.

Administrative procedure.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

Mainly the statements on assessment.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

Covered in CD Process No. 10, Q.13.

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

As indicated in No. 10, Q.13.

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*EO as Executive Officer and committee
leader with the support of the group,
selects the most appropriate CD
processes.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: NSW DEPT. OF TAFE
ADVERTISING CERTIFICATE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		Report of Review Committee
. DEMAND DATA, e.g. ANALYSIS	YES		Report of Review Committee
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		Report and syllabus
COURSE AIMS	YES		Report and syllabus
COURSE OBJECTIVES	YES		In subject syllabuses
CLASSIFICATION OF AWARD	YES		Title
REASON FOR CLASSIFICATION	YES		Report
EMPLOYMENT STATEMENT	YES		Report
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		Report
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		Report
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		Report
DATE PROPOSED FOR ACCREDITATION		NO	No accreditation as such
PROPOSED ACCREDITING AUTHORITY		NO	No accreditation as such
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		Title in report and syllabus
LEVEL OF AWARD	YES		By title
AIMS AND OBJECTIVES	YES		Course aims
STUDENT ENTRY		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		Report/syllabus
• FULL TIME			
• PART TIME STUDY	YES		Report
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Structure
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		Subject topic objectives
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		No weightings
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		Review Committee report
ATTENDANCE DATA	YES		Report/syllabus
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS	YES		Report
CURRICULUM RESOURCES NEEDS	YES		Report
FUTURE CURRICULUM REVIEW		NO	Policy document
QUALITY CONTROL PROCEDURE		NO	Assessment/review
STAFFING REQUIREMENTS	YES		Report
STAFF QUALIFICATIONS	YES		Specialist lecturer
SUPPORT STAFF		NO	Report
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		Report

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: Dental Technician Certificate Course

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE.	The approach to TAFE Department both formal and informal: letter to director from Dentist Association. In a climate of discussion between School of Biological Sciences and the dental profession and with Dental Technician's Association. Owners of laboratories also included. The articulation of the need came from dental school.	The need for an improved course for dental technicians had been recognised for many years. The apprentice course operating at dental hospital inadequate. A preliminary industrial investigation took place, circa 1974-1975 and noted the expected occupational tasks of dental apprentices. Recommended a further job analysis.
	2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	The setting up of an ad hoc committee - an advisory committee in effect with industry representation. A sub-committee formed to further develop an acceptable course.	The industry includes dentists, dental laboratories, dental materials suppliers, and dental technicians. Because of the sensitive nature of the proposal for an improved course an Asst. Director chaired sub-committee, which comprised head of school, EO CSD and teachers of the area.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED?		
	2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	Because of special nature of the project approval of Minister for Education and the Minister for Health was sought. A preliminary investigation carried out by a sub-committee of the Ad Hoc Committee set up for this course.	Both Ministers involved with the industry and profession. As no statutory Advisory Committee existed for this particular course the Ad Hoc Committee set up for the purpose and chaired by an Assistant Director was, in effect, an Advisory Committee.

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Included in approval to investigate need. SEE ABOVE.

In effect the demand taken as valid because of existing apprentice course. Also because of long history of the expression of the need.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OR MEMBERS OF COMMITTEE.
- . ~~A COLLEGE PERSON(?)~~.
- . OTHER.

The CD sub-committee described above.

The nature of the proposed new course called for an inter-disciplinary approach involving School of Biological Sciences - School of Chemistry and Metallurgy.

Although not the usual course review committee, the general procedure of admin. circular 2215 was accepted.

Nature of the occupational tasks.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

A preliminary investigation of industry to isolate occupational tasks.

The training to be task oriented and assessed on skill performance

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Even before the planning of the management of the project the full support of the dentists professional body and the other employer and employee associations had to be gained.

The education officer, who was executive officer of CD sub-committee submitted a plan for designing a course to Asst. Director, CSD.

Acceptance of project by all relevant interests.

The submission of a course plan is procedural.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

A brief course plan.

AS ABOVE.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

	4. ARE OTHER GROUPS INVOLVED, NAME?	Not at this stage.	
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE? 2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE? 3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE? 4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	In this case, due to the political circumstances surrounding it, the course plan was appraised by the TAFE New and Revised Courses Committee before submitting it to the Minister's office for approval in principle. Through Assistant Director, Curriculum and Assessment, CSD. A plan for investigation supported by background information to allow further action. To further plan the management, the course design, the CD processes etc.	Note earlier request to Ministers of Education and Health. Procedural. Responsibility of the group.
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	Once approval in principle is given the CD ad hoc sub-committee take full responsibility for all aspects of the proposed course development. The EU is in continuing consultation with the SEO of the appropriate Survey and Design Unit of CSD as well as representatives of the schools associated with course content: Biological Sciences and Chemistry and metallurgy dental technicians etc.	Policy. To design a valid course to meet expressed need.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

The EO is automatically the executive officer and is in effect the team leader at this stage.

Procedural, CF 2215.

EO of study area is in a position to execute immediate action involving all relevant persons and groups - also because of experience in curriculum development processes.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- THE TEAM LEADER.
- THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE.
- OTHER.

The EO in consultation with line management of the Curriculum Research Branch.

Organisation of CSD.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

The CD committee as such reports to advisory committee. Teachers on committee report to head of school. EO to SEO formally and informally.

Nature of the project.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- STATE WIDE.
- SEVERAL COLLEGES.

In principle representation is state-wide, but in effect Sydney.

Effectiveness of operation.

8. THE LINK WITH THE PERMANENT DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- ONE C.D. COMMITTEE TO SERVE ALL C.D.
- SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The EO on the sub-committee is the central linking person between TAFE (through CSD), industry and all other relevant associations and groups.

Organisational and structural.

The policy of the Curriculum Services Division is to establish new course or course review committees on an ad hoc basis for each curriculum development project.

These committees work with and through advisory committees of mainly industrial representation.

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . ~~PUT INTO EFFECT A COURSE DESIGN~~
- . ~~DRAWN UP BY OTHERS.~~
- . ~~DESIGN A COURSE ALONG SET GUIDE-~~
- . ~~LINE FROM ANOTHER GROUP.~~

*Initially to carry out the preliminary
TAFE investigation of the expressed
need. i.e. Defining the industry -
led on to a detailed work study from
which occupations were identified and
a tasks analysis established.
The CD sub-committee took full
responsibility.*

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

*A selection of the occupation employ-
ers and employee representatives.*

*A detailed comparative analysis of
similar or relevant courses in use in
Australia, Great Britain, Canada,
USA. A comprehensive literature
survey through library search.*

*A step by step analysis of all data
to allow an accurate job description
for the proposed dental technician.*

*All detail of work study is
contained in committee's report.*

*To establish an accurate and
relevant core of knowledge and
skills to train a dental
technician for practical
laboratory work.*

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE? ———

. WHAT WAS THE PERCEIVED TARGET GROUPING: ———

. INDUSTRY (OR CLUSTER) ———

. OCCUPATION ———

. EMPLOYERS ———

. STUDENTS (ENTRY LEVEL) ———

TAFEC Stream 2: certificate level.

Dental technician (previously apprentice).

Both, dental technicians work for professional dentists and for owners of dental laboratories.

Recommended: Year 10.

Structure of industry.

2. WAS THE SYLLABUS DESIGNED FOR

. FULL TIME STUDENTS? ———

~~. PART TIME STUDENTS?~~

Full time - two year course.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

TAFEC Stream 2 - certificate.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

No single accrediting body, but the accreditation of course by professional and industry associations.

Strictly an endorsement must satisfy Registration Board.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

An identification of the 'strands of instruction' which would cater for the work functions of a dental technician, e.g. basic sciences, applied sciences, techniques, business management, communication.

The aims to be drawn up to satisfy the achievement of the tasks associated with the strands of instruction.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

The course is occupation strand structured and the sequence of the occupational tasks in the workplace dictates the sequence of the subjects in the course structure.

Most directly relate to the industrial training, i.e. on the job task sequence of tasks, especially those related to laboratory practice.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?

AS ABOVE: Strand oriented.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented, but dental lab. practice is unitised in character - based on units of work teaching to mastery concepts.

Spread over 4 semesters (really 3½) as the first 8 weeks of first semester is taken up with science.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

SEE ABOVE.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

No pre-requisite subjects, except entry requirement of Year 10 with passes in English, maths and science.

Enabling background education.

• WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Subject objectives of the course are expressed in student behavioural terms based on skill mastery of occupational tasks involved in the particular strand to which the subject relates.

Emphasis is on skill performance and attitude to work.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Continuing assessment: mastery learning in lab-practice - written objective tests in theory.

Assessment mode is researched and planned by ARDU of CSD.

11. FORMAL ENDORSEMENT
AND APPROVAL
(USE OF DOCUMENTS)

13. WERE ASSESSMENT AND OTHER QUALITY
CONTROL STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY
CONTROL?

*It is not the practice for the EO to
write up assessment statements in the
syllabus document, but this is a
special case.*

No statement on quality control.

*But departmental policy is
expressed on maintenance of
standards elsewhere.*

14. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO
RESOURCES?

- . WHAT RESOURCES WERE COVERED?

Not in this instance.

N/A.

15. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - "
- . SPECIAL EQUIPMENT - "
- . SPECIAL ACCOMMODATION- "

*Not in direct written statements, but
the nature of subject objectives gives
guidelines on teaching/learning
methodology.*

Covered in committee's report.

No written statements.

No written statements.

*Assumption that the school
would acquire these
resources.*

1. IN THIS PARTICULAR CASE STUDY WHAT
AUTHORITIES ASSOCIATIONS, EMPLOYER
GROUPS AND OTHERS GAVE ENDORSEMENT?

*The industry as a whole - the
individual professional and industrial
associations and the Registration
Board.*

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD,
LENGTH OF COURSE, FORM OF
PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

Full background information in report.

Course structure page of syllabus.
Listed in course structure.

In report and implicit is subject
syllabuses.

Listed for each individual subject.

No statement.

No written information.

Implicit in subject terminal
objectives.

Endorsing bodies mainly concern-
ed with the course syllabus
document at this stage, but may
also need background information
in report.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET).

In this instance the Dental School
drew up the final documentation in
consultation with EO.
The full documentation is submitted
to the New and Revised Courses
Committee through the appropriate
Assistant Director for
appraisal and recommendation to the
Minister's office for final approval.

To the Minister of/for Education
through the Director of TAFE upon the
recommendation of the New and Revised
Courses Committee.

The full background report plus the
syllabus document.

See attached check list.

Chairman of New and Revised
Courses Committee is the
Assistant Director, Curriculum
and Assessment.

N&RCC is a sub-committee of the
TAFE Board of Studies.

Within the Minister's approval
category.

Complete picture.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

Not as such.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

*See check list on curriculum
documentation.*

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

*EO as executive officer and leader of
working party responsible for choosing
all mechanisms.*

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

AS ABOVE.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: NSW DEPT. OF TAFE

CHECK LIST

DENTAL TECHNICIAN CERTIFICATE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		In report
. DEMAND DATA, e.g. ANALYSIS	YES		In report
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		Report and syllabus
COURSE AIMS	YES		Report and syllabus
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD	YES		From title
REASON FOR CLASSIFICATION	YES		Report
EMPLOYMENT STATEMENT	YES		Report
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		Report
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		Report
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		Report
DATE PROPOSED FOR ACCREDITATION		NO	Suggestion in report
PROPOSED ACCREDITING AUTHORITY		NO	No accrediting authority, but must be accepted by Registration Board.
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		From title
AIMS AND OBJECTIVES	YES		Course aims only
STUDENT ENTRY	YES		Report

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS) . FULL TIME . PART TIME STUDY	YES		Course Structure
TAFEC STREAM		NO	Evident from title
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Structure table does not show breakdown
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		Individual subjects all have terminal objectives
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		Assessment stated - weighting no
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA			
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		Covered in the preliminary stage

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	Elsewhere - Departmental policy documents
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	Additional memoranda

TAFE IN NORTHERN TERRITORY

CASE STUDIES

- . CERTIFICATE IN BUILDING & QUANTITY SURVEYING
- . LADIES AND MENS HAIRDRESSING (INCLUSIVE) APPRENTICE
- . PROPOSED LIBRARY TECHNICIAN CERTIFICATE

NORTHERN TERRITORY

DARWIN COMMUNITY COLLEGE, SCHOOL OF TECHNOLOGY AND SCIENCE

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: CERTIFICATE IN BUILDING AND
QUANTITY SURVEYING

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 3

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	The awareness of the need for technician level training in the area was evident in the building & construction industries for some time and was articulated by the NT Master Builders Association in Darwin in 1972-3. There appeared to be a strong demand for a para-professional level course. This concern was communicated to Darwin CC through Head of School - Principal - Council. Head of School submitted a brief proposal through Principal to DCC Council for approval to proceed with curriculum. The proposal consisted of a brief outline of a proposed course supported by background information. This course was a new programme.	Much preliminary discussion on the issue of higher level training in the area had taken place before Darwin Community College became established.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	The validity of the expressed need was accepted mainly because the employers had established a list of suitable persons wishing to be considered for admission into a technician level course once it was established.	The NT educational structure is such that the Darwin Community College, being a multi-level multi-purpose institution, covers most of the educational/training needs of post school persons in the greater Darwin area. As such the Head of the School of Technology and Science within the College was the logical link between the building and construction industry and the decision-making persons and groups of the College.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

The Principal of the DCC authorises Head of School to further look into the continuing demand.

As above.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON (s).
- . OTHER.

Staff of the School of Technology and Science through Head of School.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Personal interviews with employers within the building and construction industries. This included the public as well as the private sector. A check list was used during the interviews.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

Refer to response No. 2 of curriculum development process No. 1 above.

The response of the college council to the proposal outline covered in Question 2 of CD process No. 1 covers both decision to proceed and approval in principle.

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

Refer to response No. 2 of Curriculum Development Process No. 1 above.

See above.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME? 1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE? 2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE? 3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE? 4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	DCC Council through Principal. Principal referred back to Head of School. Already covered in response to Question 2 of CD process No. 1. Consideration of the approach to the management of the curriculum development.
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	The head of the School of Technology and Science took full responsibility for the planning of the management approach to the curriculum development of the course.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.

2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The nearest to this is the Head of School and his selected staff.

Head of School and selected staff form the nucleus of a CD committee and group.

The setting up of the Course Advisory Committee was by consultation with the industries concerned. The nucleus being already established in the college.

Darwin Community College Council through the Principal and Head of School.

Darwin Community College 3 reps.
C/Wlth Dept. of Construction 2 reps.
Quantity Surveyors 1 rep.
Architects Association 2 reps.
The Course Advisory Committee divided into four separate study areas designated as Advisory Committee subject panels - power given to co-opt other persons expert in the study area.

The Advisory Committee is linked with the Darwin CC through the Head of School who is also a member of the College's Academic Board. The Academic Board makes recommendations to College Council through the Principal. A sub-group of the Academic Board is the Planning Committee which prepares work for the Board.

Due to the direct communication between the only educational institution in NT capable of effecting such a course and the industries concerned. A feature of NT educational structure in the post school area.

NT post school educational structure and the place of the Darwin CC within the structure.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

See previous response.

" " "

" " "

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

All groups and employers of the Build-
ing and construction industries.
Library search - also an examination of
other relevant certificate courses in
Australia.
Interviews on a personal basis.

The close working relation-
ship existing between the
industries concerned and the
Darwin CC.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:
 - . INDUSTRY (OR CLUSTER)
 - . OCCUPATION
 - . EMPLOYERS
 - . STUDENTS (ENTRY LEVEL)

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

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Technician Certificate

Building and construction industries

Year Eleven: Passes in Maths, Science & English (PEB passes)

Part-time students.

The Commonwealth Public Service: Technical Officer.

See above.

The main aim is to produce a practitioner.

The Advisory Committee in setting up the course marshalled tasks in the sequence as seen on the job.

The level of study and the nature of the course content calls for prerequisite knowledge and skill in the areas mentioned.

Provision is also made for mature entry students.

Because initially all students were in employment.

High number of entrants from C/Wlth PS.

The perceived role of technician: A linking person between professional and the workplace.

Strictly industry tasks oriented.

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7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

The expert opinions of the Course Advisory Committee's subject area panels.

As above.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject (unit) oriented presentation structured on a semester arrangement.

College policy.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

See No. 7.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

No bridging subjects planned. All entrants to be qualified as listed in No. 1.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

The more applied study areas set behavioural objectives, other less applied areas lean to cognitive and affective objectives.

Objectives are set so that the graduate will relate to architects and tradespersons.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

A combination of assessment modes emphasis being on progressive assessment. Written examinations in all subjects except most applied areas.

13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY CONTROL?

All subject syllabuses contain assessment statements.

See No. eleven response

Advisory Committee set up a panel to view all practical work for standards.

By invitation from DCC

The 'moderating' function is carried out prior to assessment.

14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?

- . WHAT RESOURCES WERE COVERED?

No. Academic Board is concerned with the educational/training aspects.

The College Executive Committee's role is to vet course in respect to resource availability.
(This submission is separate)

15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - " "
- . SPECIAL EQUIPMENT - " "
- . SPECIAL ACCOMMODATION- " "

No - Because Head of School in direct contact.

No)

No) Executive Committee function.

No)

See above.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)

1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?

Because the building and construction industries are fully represented on the Course Advisory Committee, no separate endorsing process carried out.

The Course Advisory Committee is a standing committee.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

No endorsing process, see above.

See above.

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

The final approving authority in 1974 was the Commonwealth Government Minister for Education. The Course Advisory Committee through the DCC (Head of School) drew up final approval documentation which was submitted to Minister by the College Council through Principal.

C/With Minister for Education.

Final approval documentation is the only full documentation. Endorsement process not necessary.

See checklist for detail of.

Final approval. Now for certificate level courses now lies with the NT Minister of Education.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

*See response to question thirteen
of CD process No. 10.*

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

See above response.

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

*Although 'moderating' panel of
Advisory Committee are invited by DCC
it is College policy to use this
standards mechanism.*

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*Implicit in the Advisory Committee -
subject panel system used to develop
the course curriculum.*

*Evaluation of the course is carried out
by utilising a modified 'DACUM'
process.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM: 2
FIELD OF STUDY: 3

TAFE AUTHORITY: NT TAFE, DARWIN COMMUNITY
COLLEGE
CERTIFICATE IN BUILDING AND QUANTITY
SURVEYING

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION			
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY	YES		C/W Public Service Board, Institute of Building, Institute of Architects.
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS	YES		
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		
	892		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		
. INTERNAL			
. EXTERNAL	YES		
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS	YES		
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

DARWIN COMMUNITY COLLEGE
SCHOOL OF TRADES, HAIRDRESSING

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: LADIES AND MENS HAIRDRESSING
(INCLUSIVE) FOR APPRENTICESHIP
TRAINING. 3

A.F.E.C. STREAM:

NEW

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. FIELD OF STUDY: 9b

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE.	A letter from employer outlining need for institutional education & training in area of mens hairdressing for trade apprentices. Contact was made in August 1978 to Chairman of NT Apprentice Board (now NT Industrial Training Commission). Contact also made to Head of School of Trades at Darwin Community College, who conferred with Lecturer in charge of Hairdressing.	Prior to 1978 only institutional education and training available at Darwin Community College was apprentice training in ladies hairdressing. The need for training in mens hairdressing had been under discussion in the trade for some time.
	2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	Lecturer in charge of hairdressing contacted schools and departments of hairdressing in most Australian TAFE institutions offering apprentice training in mens hairdressing. The curriculum to be developed incorporated a major review of existing course and the grafting on of a new component: mens hairdressing.	Tasmanian TAFE hairdressing apprentice training of particular interest as it was offering a trade course at apprentice level which involved a common programme for ladies and mens hairdressing. Examination of apprentice training & education in hairdressing was carried out to ensure that the proposed new course met Australian trade standards to ensure reciprocity.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED?	No hairdressing advisory committee for apprentice education and training existed at this time.	
	2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? • INDUSTRIAL VISIT TO SOURCE OF INFORMATION. • OTHER MEANS - EXPLAIN.	Principal through Head of School of Trades. The Lecturer in charge of apprentice training in ladies hairdressing at Darwin CC personally interviewed proprietors of all hairdressing salons and some barbers in Darwin and Alice Springs using a structured check list.	College administrative structure. Because the size of the industry was not over large the personal interview was manageable.

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Principal through Head of School.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON (S).
- . OTHER.

Lecturer in charge of apprentice trade training in ladies hairdressing at Darwin.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Personal interview.

The investigation of the need allowed lecturer to investigate the demand at the same time.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Structured check list.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

At this stage Lecturer in charge of ladies hairdressing trade course was only person active in the investigation, but was in consultation with Head of School. Head of School accepted responsibility for Lecturer to frame an initial submission to the Darwin CC Board of Studies for approval to proceed further with the course.

An exploratory stage.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

An outline of course with an aim and some background information. A list of course subject topics in sequential order with brief content coverage was included in the draft syllabus document.

Essential to obtain official approval of Darwin CC Academic Board to proceed.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Lecturer I/C drew up draft syllabus.

5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

Ultimately it is the Darwin CC Council through the College Principal acting on the recommendation of the Darwin CC Academic Board.

The permission to further develop and approval in principle are effected by Head of School of Trades being a member of the Darwin CC Academic Board.

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

The submission still in draft form in brief outline. The Hairdressing Course Advisory Committee about to be set up.

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

Draft - outline of course.
Head of School of Trades in continuing contact with Lecturer in charge of hairdressing at Darwin CC.

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

Process of setting up Hairdressing Trade Advisory Committee under way. Continuing contact with NT Apprentice Board.

NT Apprenticeship Board the statutory body responsible for implementation of NT Apprentices Act. The Apprenticeship Board has power to reject.

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

In terms of line management the Head of School of Trades is responsible for planning the management approach. However the central figure in this planning exercise is the Lecturer in charge of hairdressing at Darwin CC. There was an ongoing contact between Head of School and Lecturer in charge of hairdressing.

The experience and expertise of Lecturer in charge of hairdressing.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

The design of the course and the planning of the curriculum development was mainly the work of Lecturer in charge.

Experience and expertise.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

The Hairdressing Trade Advisory Committee is the responsibility of the NT Apprenticeship Board acting in collaboration with Darwin CC staff. In effect the Head of School of Trades and Lecturer in charge of hairdressing at the College.

Terms of Apprentices Act.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

In terms of curriculum development the Trade Advisory Committee reports to College and the Apprenticeship Board.

The Trade Advisory Committee is strongly representative of industry and fully aware of apprentice training tasks.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.
- . A COLLEGE
- . MIXTURE OF NO PERSONS & COLLEGE

Trade Advisory Committee drawn from Darwin area. The committee comprises:

- . representatives from NT Apprenticeship Board
- . Head of School of Trades, Darwin CC
- . Lecturer in charge of hairdressing, DCC
- . three proprietors of hairdressing salons.

A proper mix of industrial, statutory, and educational persons, all closely associated with the training of hairdressing apprentices in the industrial setting and the trade education within a TAFE institution.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The Head of the Darwin CC School of Trades is a member of the College Academic Board, its planning sub-committee and the NT Apprenticeship Board's Trade Advisory Committee. This is the strong nexus formed between industry and the committee structure of the Darwin CC.

Darwin Community College is an autonomous institution responsible to NT Minister for Education, and is responsible for the greater part of all vocational education in the greater Darwin area.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . ~~PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.~~
- . ~~DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.~~

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

*The design of the course left mainly to
Lecturer in charge of hairdressing.*

*Lecturer in charge took full
responsibility in consultation with
Head of School of Trades.*

*Lecturer in charge of hairdressing
spent two weeks at Hobart Technical
College Hairdressing Department.
All relevant hairdressing trade
courses in TAFE institutions in
Australia consulted.*

*Hobart Technical College was
the only institution offering
a combined training/education
for ladies and men's hair-
dressing.
The maintenance standards and
for reciprocity reasons.*

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:
 - . INDUSTRY (OR CLUSTER)
 - . OCCUPATION
 - . EMPLOYERS
 - . STUDENTS (ENTRY LEVEL)

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

Trade apprentice education/training award. Basic, compulsory trade course.

The hairdressing trade in NT.

Year 10.

Trade apprentices on a part-time basis.

NT Apprenticeship Board (trade certificate)

Apprenticeship Board.

Task oriented.

1. Pre-requisite knowledge & skills.
2. Order of occupational tasks.
3. Educational principles.

NT Apprentices Act.

Mainly Darwin area.

Minimum secondary education to cope with course.

NT Apprentices Act.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

1. The list of occupational tasks assented to during interviews with employers.
2. The arrangement of course content in courses from other states.

Maintenance of a meaningful programme at an accepted standard.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented syllabus conducted on a day release attendance scheme.
(8 hours per week)

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

- WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Intending apprentices to pass an entrance assessment sponsored by the NT Apprenticeship Board.

NT Apprenticeship Board was the legal entity responsible for the Apprentices Act implementation.
(Since subsumed in the recently established Industrial Training Commission)

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Task oriented - But not written into curriculum document. Behaviourally based.

Course aims stated, but subject objectives implicit in programme and assessed by lecturer.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

A combination of continuing assessment and written tests and examination.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: . LEARNING METHODOLOGY - GIVE DETAIL . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION- " " 1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	No assessment statements in syllabus document. See above, CD process No. 10, Question 12. No written statement in syllabus document. Yes, written statements were made dealing with human and material resources. See immediately above. No statement Yes - additional f/t Lecturer No statement No statement All salons in Darwin area have representation on Hairdressing Advisory Committee - Endorsement taken as read.	Normally a separate submission is made on resources and is dealt with by Darwin CC Executive Committee which recommends to College Council through Principal. Extension of course to include men's hairdressing.
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2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.)
- . QUALITY CONTROL.)
- . TEXTS AND REFERENCES.)
- . LEARNING METHODOLOGY.)

Introductory section of curriculum submission.

As above.

As above

No written statements

No written statements.

12. FINAL APPROVAL AND ACCREDITATION (FULL DOCUMENTATION)

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION?

IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

The Lecturer in charge of hairdressing in collaboration with Head of School of Trades at Darwin CC form a sub-group of the Trade Advisory Committee and accept the responsibility for drawing up the curriculum document of the proposed course in ladies and men's hairdressing (inclusive) course for submission to Darwin CC Academic Board and NT Apprenticeship Board.

NT Apprenticeship Board and the Darwin Community College, through the Academic Board of the College.

There is only one curriculum document.

See above.

Academic Board of Darwin CC and NT Apprenticeship Board must both accept the course before it is implemented.

Apprentices Act and policy of Darwin CC.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

No written statements.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

No written statements

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

Not included.

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*Careful checking by Advisory Trade
Committee College Sub-group ensured
the curriculum development processes
were effective.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM : 3
FIELD OF STUDY: 9b

TAFE AUTHORITY: NT TAFE, DARWIN COMMUNITY
COLLEGE

LADIES AND MENS HAIRDRESSING (INCLUSIVE)
APPRENTICE TRAINING

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		Advisory Committee
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES			Aims only
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT I.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES		NO	
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA			
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS	YES		
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS	YES		
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

DARWIN COMMUNITY COLLEGE,
SCHOOL OF GENERAL STUDIES, DEPARTMENT OF LIBERAL STUDIES

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: PROPOSED LIBRARY TECHNICIAN
CERTIFICATE COURSE.

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2
T.A.F.E.C. FIELD OF STUDY: 2

NEW
REVISED

A SUBMISSION TO THE DARWIN CC ACADEMIC BOARD

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	There had long been a recognition from within the DCC and outside private and public employing groups that a person at technician level was required for work in libraries and LRCs. Assoc. Head of Darwin CC was authorised to conduct a survey of NT libraries to check need for para-professional training. The conduct of NT libraries survey. The proposed course is a new programme.	The authorisation stemmed from DCC Council via Principal.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	The validity of the need was carried out by evaluating the survey data and confirmation of the need was given by the Director of the Northern Territory Libraries Service, and further examined by Academic Board of the Darwin Community College.	The Darwin Community College and the Northern Territory Libraries Service are the two main employing bodies of library staff in NT. The Darwin CC Academic Board approved the proposed course as a teaching area within DCC. Further vetting of the course design and content by Board is taken as read. Planning Committee of DCC also appraises proposal.

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Darwin CC Council through Principal and Academic Board.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

The responsibility of the Head of General Studies through Dept. of Liberal Studies which was assigned the task of setting up a Library Technician Advisory Committee, answerable directly to Head of School of General Studies.

The College decision makers at policy level decided that the LRC was an educational support area of the College and consequently directed the task to the School of General Studies.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

The Library Technician Advisory Committee accepted library survey carried out by Associate Head of DCC LRC.

The Course Advisory Committee represented the industry which had been surveyed.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Historically, the Head of DCC LRC submitted a brief proposal to the DCC Academic Board through the Board's Planning Committee. The decision to develop the curriculum through the School of General Studies followed this initial submission.

The concern for a Librarian Technician Course centred in the DCC LRC.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

The initial proposal was an outline of a course and a study area structure.

LRC personnel directly involved.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Drawn up initially by Head of DCC LRC.

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME? 1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE? 2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE? 3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE? 4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	Darwin CC Council through the Principal and Academic Board. Through the Head of School of General Studies who is a member of the DCC Academic Board. Outline only previously described. Course Advisory Committee proceeds with the curriculum development of the proposed course.	In effect this CD process is subsumed in the initial submission to proceed.
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	The Head of the Department of Liberal Studies within the School of General Studies working with the Associate Head of the DCC LRC. The basic data gathered by LRC staff in the exploratory stage formed the nucleus for planning the management of the course curriculum development.	DCC is the only post secondary educational institution responsible for most of the educational programmes in the greater Darwin area.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

At the time of the initial course proposal by LRC staff of DCC no Course Advisory Committee existed.

The Advisory Committee is appointed by invitation by DCC and elects its own chairman.

The members of the Advisory Committee represent the full spectrum of library activities in NT.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

By invitation from DCC.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

To the Head of School of General Studies through Head of Dept. of Liberal Studies.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.
- . A COLLEGE
- . MIXTURE OF NO PERSONS & COLLEGE

Greater Darwin Area; Includes reps. from public library, special libraries, school libraries, staff of DCC LRC, Library Association of Australia, NT Public Service Commissioner's Office, Town Clerk of Darwin Corporation, rep. of Director of Library Services, NT Education Department.

The setting up of a Course Advisory Committee through the joint effort of DCC LRC and the School of General Studies.

The wide range of representation on Advisory Committee was essential as the aim of the course is to provide a Library-Resource Technician who will be a 'generalist', i.e. a broadly trained person. Public Service wages, awards etc.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The Head of the DCC School of General Studies is a member of the DCC Academic Board and is also a member of the Standing Course Advisory Committee (the latter not formed until the course was operational). There are Standing Course Advisory Committees for most major study areas.

The Darwin Community College governance is through a well defined committee structure.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

A sub-committee (working panel) of the Library Technician Advisory Committee takes the responsibility for course design and reports directly to the Advisory Committee. The sub-group mainly from DCC reps. from School of General Studies and LRC working in collaboration. Foundation data from initial work carried out by LRC staff. Final approval rests with the Academic Board on advice from its Planning Committee.

All relevant institutions, but mainly TAFE institutions in Australia because the level of proposed course is para-prof. The sub-group and the Advisory Committee were influenced by guidelines set by the Libraries Assoc. of Australia.

The educational and study area expertise of staff persons in DCC.

The graduate seen as a para-professional library generalist.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:
 - . INDUSTRY (OR CLUSTER)
 - . OCCUPATION
 - . EMPLOYERS
 - . STUDENTS (ENTRY LEVEL)

Technician Certificate Course - para-professional TAFEC Stream 2

A Library Technician.
A wide range of libraries.
Enabling secondary: Year Eleven.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

The proposal has been for full-time students, but it is envisaged that most enrolees will be part-time persons already in employment.

The demand of the employing bodies and the nature of the employment.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Technician Certificate.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

The Library Association of Australia.

Reciprocity reasons.
Portability of qualifications.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

The wide range of knowledge and skill required.

The diverse range of employing bodies.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

The structure of the course into: compulsory-elective-and general studies subjects (units).
Pre-requisite knowledge.
Library Association of Australia Guidelines.

The three area structure allows greater selection of units to cope with the broad scope of education/training.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

The input of the experts on Advisory Committee who were able to list meaningful occupational tasks, examination of curricula of existing courses in Australia.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Planned to offer course by semester in a subject oriented structure. Subject sub-sets - one semester.

Flexibility of course.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

Subsumed in above responses.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Not considered to be an issue at the moment, but may be an issue with enrolments in later period. First intake most likely to be practising library persons such as library clerical staff, library officers and library aides.

Ensured enrolment of persons with secondary enabling educational background.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

The syllabus document as submitted does not contain written subject aims or objectives. These are implicit in the content and in the general course aim.

Library Technician Course Advisory Committee input - field experts who intimately know tasks.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

A combination of assessment types: continuing - written tests and examinations - assignments etc. Also external assessment e.g. matric. subjects.

Wide range of subject content from applied to theoretical.

11. FORMAL ENDORSEMENT
AND APPROVAL
(USE OF DOCUMENTS)

13. WERE ASSESSMENT AND OTHER QUALITY
CONTROL STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY
CONTROL?

No statements written into document
on assessment.

See 12 above.
DCC has quality control implicit in
its committee structure, e.g.
Academic Board.

Library Association Guidelines
contain criteria to ensure
that the standard of course
does not fall below Year 12 of
secondary education.
(Seen to exceed this level as
currently planned.)

14. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO
RESOURCES?

- . WHAT RESOURCES WERE COVERED?

The Executive Committee of DCC is
responsible for resources recommenda-
tions and receives a separate document
outlining resource needs.

15. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - " "
- . SPECIAL EQUIPMENT - " "
- . SPECIAL ACCOMMODATION- " "

In this instance the curriculum
document submitted to the DCC Academic
Board for approval did contain a
section on resources needed (Part 'D')
Statement in document
" " "
" " "

No statement on learning methodology.

No reason given.

1. IN THIS PARTICULAR CASE STUDY WHAT
AUTHORITIES ASSOCIATIONS, EMPLOYER
GROUPS AND OTHERS GAVE ENDORSEMENT?

Endorsement given by employing bodies
through input of representations on
the Library Technicians Advisory
Committee.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

The submission of the full curriculum document to the DCC Academic Board does not go to employer associations for final endorsement.

After final approval the curriculum document will be submitted to the Library Association of Australia.

This process is not required because of the central role of Library Technician Course Advisory Committee.

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

The sub-group of the Library Technician Course Advisory Committee, generally made up of DCC staff.
(General Studies - LRC staff)

DCC Academic Board - then to DCC Council via Principal. Finally to Minister for approval.

There is only one detailed curriculum document and this is submitted to DCC Academic Board through the Board's Academic Planning Committee.

Expertise in the area of course proposal.
Submission documentation.

The Darwin CC is an autonomous institution responsible to the Minister for Education in NT.
College governance through committee structure.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

A quality control statement to the effect that the exit level of the course is not to be lower than that intended to be achieved by Year 12 high school students in NT.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

No written statement in curriculum document.

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

Yes, No. 1 above.

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

Implicit in curriculum development processes used to develop course.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: DARWIN COMMUNITY COLLEGE
SCH. OF GENERAL STUDIES

CHECK LIST

TAFEC STREAM : 2
FIELD OF STUDY: 2

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS			Referred to
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS			Implicit in role of Advisory Committee
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY	YES		Library Association of Australia
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES			Course only
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES		NO	
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

TAFE IN QUEENSLAND

CASE STUDIES

- . LIBRARY TECHNICIAN CERTIFICATE
- . URBAN HORTICULTURE - PRE-VOCATIONAL - (OPERATOR)
- . FITTING: DIESEL & HEAVY EARTH MOVING EQUIPMENT
- . INTERIOR DECORATING: PRE-EMPLOYMENT COURSE
- . FOUNDRY TECHNOLOGY
- . GRAPHIC ART: PRE-VOCATIONAL

DEPARTMENT OF EDUCATION, QUEENSLAND
TAFE DIVISION

466

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: CN641 LIBRARY TECHNICIAN'S CERTIFICATE
COURSE (Proposed as a future Associate
Diploma)

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 9b

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. ~~2.2 A MAJOR REVISION.~~ ~~2.3 A MINOR CHANGE.~~	The need for technician level training in the library-learning resources area of TAFE long recognised. The provision of special TAFEC funding for library area provided the impetus for action. The recognition of the need internal but supported by libraries outside of TAFE. Because of the internal nature of the immediate need, the staff inspector in charge of the TAFE Division Curriculum Branch established an Advisory Committee representing library interests both inside and outside of TAFE to look into the structure and content of a new course.	The development of library - and other learning resources support services. Also the need to fill the gap between professionally trained librarians and other non-professional library support staff throughout Queensland. TAFE Division initiative.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? • INDUSTRIAL VISIT TO SOURCE OF INFORMATION. • OTHER MEANS - EXPLAIN.	Curriculum Branch Education Officer of the study area becomes member of the Advisory Committee and becomes Executive Officer. EO chairs and provides executive support for CD sub-group. Director of TAFE Division. By conducting a structured survey. The survey instrument was prepared by Queensland Institute of Technology (The Head, Department of Librarian-ship)	Curriculum Branch procedure Head of Division. Regarded as most effective means. Expertise in this area.

3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Director of TAFE Division

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

Curriculum Branch of TAFE Division

EO of study area, curriculum branch with support of other persons.

Role of Branch

EO takes full responsibility for the curriculum project in consultation with line management of Branch.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Structured survey

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Survey questionnaire analysed for dimension of demand.

Respondents to questionnaire were required to make statements on their intention to support course.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Because the programme was a TAFE initiative this initial approval to proceed process was omitted.

Not required.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

N/A

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

N/A

5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

N/A

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

The initial response of the Director supporting the initiative was all that was necessary for Curriculum Branch to proceed with the project.

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

The EO of study area assumes responsibility for planning the management of the project. All preliminary planning is done in consultation with the Curriculum Branch line of management. The SEO of the study cluster and the PEO of the section into which the study area falls.

EO is the central person. He is directly linked to Advisory Committee and its Curriculum Development sub-group and TAFE Division through Curriculum Branch.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

EO is the automatic leader of the project team.

EO is usually well versed in the study area and is skilled in curriculum development processes.

Role of Curriculum Branch EOs.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . ~~THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE.~~
- . ~~OTHER~~

EO consults with Principals of Colleges and any external managers in respect to persons with expertise in area being released to work on the Curriculum Development Sub-Committee (ad hoc).

The expertise of trained persons in libraries is essential to establish occupational tasks - course structure and content.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

The line management of the Curriculum Branch.

Administrative responsibility. But, apart from early consultation - not too much used.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.
- . MIXTURE OF NO PERSONS & COLLEGE

EO plus a proper mix of persons from libraries in metropolitan area.

Such representation could appraise needs of State.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

Each study area would be supported by an EO and an ad hoc CD sub-group of the Advisory Committee of the project.

The structure of the Curriculum Branch allows for an EO to be appointed for each study area or cluster.

Curriculum Branch organisational structure.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

EO Curriculum Branch

Structural

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

EO of study area takes full respons-
ibility. He is usually Chairman of
sub-group formed to plan, design and
develop the course concerned. He is
always the Executive Officer of the
sub-group and of the Advisory
Committee.

Divisional and Branch policy.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

A lower level library assistant
course was in existence but was not
meeting the need to fill the gap
between professional librarians and
the library assistant. This was an
operations problem which resulted in
further lobbying.

Lead on to the structured survey
mentioned earlier in responses. See
No. 1, Question 2.

Examined a number of similar courses
across Australia and the relevant
literature from overseas.

A unit approach: compulsory core and
electives.

Historical background lay
within TAFE Division.

Widest possible representation
within metropolitan area.

Economy of time, personal
effort etc. Policy of
reinforcing local survey data.
Previously used in earlier
course. Also considered most
effective.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . ~~INDUSTRY (OR CLUSTER)~~
- . ~~OCCUPATION~~
- . ~~EMPLOYERS~~
- . STUDENTS (ENTRY LEVEL)

Certificate level - Technician - TAFE 2.

All major and minor libraries in State.

A para-professional occupation.

1. Unconditional: Year 10 - passes (3 point) Math, English, Science.
2. Special: Conditions of study set down.

A clearly articulated demand for this level of library course.
TAFE's role of service to the wider community.

2. WAS THE SYLLABUS DESIGNED FOR

- . ~~FULL TIME STUDENTS?~~
- . PART TIME STUDENTS?

Part-time students.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Para-professional - Technician Certificate.

Result of demand.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

Director-General of Education. Library Association of Australia.

Reciprocity - Salary - Awards etc.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

To produce a person to fill the gap between professional librarian and library assistant. To provide a skilled para-professional person to develop attitudes of public service to library users. To promote personal formation.

Nature of the job description.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

The order of the occupational tasks within the job description of a Library Technician. Educational principles: simple to more complex etc. Also the order of tasks to allow early return of skills in the work place.

Mainly to become operatively effective quickly

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

To meet the achievement of the immediate occupational tasks - advice of Advisory Committee. Influence of other relevant courses.

To take advantage of existing courses content and the data gained by dialogue and survey.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Really subject oriented but expressed in unit form.

Allows better use of behavioural type objectives.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

Explained above.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

No pre-requisite subjects required other than entry level standard of ED. No bridging subjects offered as special to this course.

Persons may undertake general preparatory studies through TAFE.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Each individual subject syllabus is headed by a brief description followed by terminal topic objectives expressed in behavioural terms based on skill performance levels in achieving the occupational tasks associated with topic area.

Performance oriented.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Assessment style is dependent upon the nature of the individual subject or unit, but usually assessment is continuous in nature.

Flexibility: combination of written test, class assignment - field exercises.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: . LEARNING METHODOLOGY - GIVE DETAIL . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION- " " 1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	Each individual subject or unit has its assessment statement written in syllabus. See above. EO has watching brief. Evaluation unit evaluates course as it progresses. Written statements on resources required not in syllabus document - but a separate document by other Branches is prepared for separate submission to Director of TAFE. In the separate brief: staff, materials, buildings etc. Each individual subject has written statement on teacher guidelines as to methodology. All covered in separate document by service branches of Department. Because the Advisory Committee is fully representative of the library occupation and because they give a continuing endorsement during development, there is no need to formally submit syllabus for endorsement.	The Curriculum Branch is mainly concerned with course management, planning, design and development. The varying nature of the individual subjects require methodology to suit it. Departmental organisation of operations.
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12. FINAL APPROVAL AND ACCREDITATION (FULL DOCUMENTATION)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: . BACKGROUND INFORMATION. . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION. . ORGANISATION OF COURSE. . ASSESSMENT PROCEDURES. . QUALITY CONTROL. . TEXTS AND REFERENCES. . LEARNING METHODOLOGY.	NOT APPLICABLE	
	1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES: . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)? . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION, AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).	<i>The syllabus document in draft form is prepared by EO and sub-group (in effect the EO). An explanatory letter is attached and the package moves through the line management of the Curriculum Branch to the Director of TAFE to the Director General of Education.</i> <i>Director General of Education</i> <i>Formal endorsement as such not necessary.</i> <i>See attached check list.</i>	<i>Organisational and administrative procedure.</i>

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

*Each individual subject has written
statements on assessment.*

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

*Refer to syllabus document in micro-
fiche form*

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN.

*EO of study area has watching brief
Evaluation unit - checks out piloting.*

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM : 2
FIELD OF STUDY: 9b

TAFE AUTHORITY: ED. DEPT. OF QUEENSLAND
TAFE DIVISION
CN641 LIBRARY TECHNICIAN CERTIFICATE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION		NO	
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
• FULL TIME		NO	
• PART TIME STUDY			
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS. DETAIL OF SUBJECT ARRANGEMENT e.g. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA		NO	
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
• INTERNAL		NO	
• EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Departmental Policy Statement
QUALITY CONTROL PROCEDURE			
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS	?		
SUPPORT STAFF			
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

DEPARTMENT OF EDUCATION, QUEENSLAND
TECHNICAL AND FURTHER EDUCATION DIVISION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: CNO08 URBAN HORTICULTURE
PRE-VOCATIONAL (OPERATORS) COURSE
T.A.F.E.C. STREAM: 5 NEW
T.A.F.E.C. FIELD OF STUDY: 6 REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	Lobbying by Nursery Association, Landscapers Association, Turf and Greenkeepers Association, Brisbane City Council. Inputs to Director of TAFE. Which are then forwarded to TAFE Curriculum Branch.	This is one of a number of channels through which educational/training needs of vocational areas are articulated.
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	Yes - Usually submitted formally by letter or letters to Director of TAFE	Divisional organisational structure
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	Could have come from the Queensland Industry and Commerce Training Commission or an association such as the Timber Association.	The widespread nature of the industry.
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION?	In the case of a major review the course of action would follow departmental review procedure i.e. through PEO and EO of the study area.	Divisional policy.
	1. BY PERSONAL CONTACTS?	Formal written request.	Formalising a period of lobbying and discussion by interested parties.
	2. LETTER? TELEPHONE?		
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	Formal request to Director of TAFE.	See above.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR. 2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	<i>This course is trade based and ties in directly with apprenticeship, therefore directly involving the ICTC. Formal communication.</i> See above. TAFE Curriculum Branch checked with the Ithaca College on Greenkeeper's Course and took advice on the general training needs of horticulture in its broad sense. Further information given by Dept. of Primary Industry and Queensland Institute of Technology. Industrial survey of a number of relevant associations. Mixed feeling in the industry concerning the formation of an apprenticeship within horticulture despite evidence of a survey of the industry.	<i>In Queensland pre-vocational courses may be seen as a legitimate part of the technical training for a later apprenticeship.</i> Regarded as primary sources of relevant information. At this early stage a number of ad hoc sub-committees were set up representing the strands of the industry. Horticulture is broad based - Following a request by the Minister for Dept. of Labour and Industrial Relations to the then Apprenticeship Executive for an investigation of a possible apprenticeship in horticulture, the Apprenticeship Executive carried out a survey of the industry to check need and demand - the result showed a positive need and a continuing demand.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	The TAFE Curriculum Branch upon the authority of the Director of Division of TAFE. Curriculum Branch approached the associations representing horticulture and attempted to ascertain numbers.	In effect the Curriculum Branch accepted the findings of the Apprenticeship Executive and reinforced this by dialogue with the industry. Divisional curriculum development procedure.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY. 4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	Formal, but unstructured discussions with a number of groups within horticulture. Personal visitations to all respondents.	The strength of the inputs by these groups during the lobbying phase. Accepted that face to face interviews were the most effective way.
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE. 2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED. 3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE. 4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	SUBSUMED IN CD PROCESS NO. 5 -	BELOW.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	Director of TAFE Division through staff inspector of TAFE Curriculum Branch.	Administrative procedure.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	A conceptual structure of course - outline of content - approximate resources stated - other states syllabuses - other relevant background information.	For a realistic appraisal before committing Division to the programme.
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	Other departmental and divisional support services involving staffing, materials, buildings and accommodation. Prepare a separate draft submission covering their particular resource demand.	To ensure full involvement of all relevant groups within Department.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	The Education Officer given the task of the curriculum development of the course takes full responsibility for the planning and general management - in continuing consultation with PEO of the area.	Divisional policy - Curriculum Branch procedure.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED:	Full and in all detail.	As above.
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	Other departmental and divisional branches or sections dealing with: staffing, resource centre, materials, buildings and accommodation - separate draft submitted.	All relevant to the development and delivery of the programme.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	The Education Officer within the Curriculum Branch selects the most appropriate person usually from college staff. If, however, there are political aspects to be considered the PEO may act.	EO of the study area has taken full responsibility to oversee the full CD process.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	In effect the EO is the team leader, but he usually chooses some lead person in the colleges and it is the expertise and experience of the person which influences the choice.	Actively engaged in the study area.
	3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	The EO of the Curriculum Branch is automatically the project manager. The ad hoc committee usually has a blend of members. EO is always the Executive Officer.	Fullest representation. industry and college staff

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.	As above: A proper mix operating under EO who is a HO person.	Organisational Policy.
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	The ad hoc committee through the project manager (Eo) are responsible to PEO of area.	Line management.
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	See immediately above.	
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	Future CD planning will be along the lines shown on attached flowcharts of CD manual.	
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	The TAFE Curriculum Branch, which is represented by the diagram found in the Overview of TAFE in Queensland which precedes the case studies section of this report.	Divisional structure.
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	Curriculum Branch, Buildings and Accommodation, Materials Centre, Staffing Branch and any other branch or section relevant to programme.	The interlocking nature of curriculum development.
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	Curriculum Development sub-group with the oversighting role of the EO is directly linked to the decision makers in the HO Curriculum Branch: the PEO and Staff Inspector.	The official policy of centralisation.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE.	Strong reliance on the earlier survey of the industry for relevant content reinforced by syl abuses from interstate: Ryde in NSW, Oakley in Victoria, Linsley in WA, Woden in Canberra.	Relevant courses to the perceived educational/training need in Queensland in horticulture.
	2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE.	The wide circle of relevant employing groups first contacted were extended to interstate groups.	Information search.
	3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET.	No: Not considered necessary due to the full coverage of the industry in the earlier stages.	
	4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN.	No: For reasons given above.	
	5. WHAT DESIGN METHODOLOGY WAS USED?	See above.	
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE.	Pre-vocational - Trade based.	The industry were reluctant to become tied to a legally bound apprenticeship course at this stage.
	2. WHAT WERE THE PERCEIVED TARGET GROUPINGS		
	. INDUSTRY (OR CLUSTER)	There are a number of occupations under the general heading of horticulture.	A wide spectrum.
	. OCCUPATION		
	. EMPLOYERS		
	. STUDENTS - ENTRY LVL	Year 10: Passes in Math, General Science, English at Level No. 3.	Basic numeracy and literacy.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Accreditation of course by the Director General of Education and endorsement and recognition by ICTC.	Representation on CD ad hoc committee.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	The provision of a broadly trained person in the basics of horticulture and with some specialised skill and knowledge.	Requirements expressed by industry.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	Emphasis on practical application of basic knowledge and skills in horticulture. Learning principles - Gradation of occupational.	Demands of job description.
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	Due to the surveyed needs of the cluster of occupations making up horticulture as a general study area - expectations of clients.	Employing groups expressed education/training needs.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	The course designed to be arranged in modules - allows for full integration.	To give core knowledge and skills and to allow for specialisation through selection - flexibility.
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	As explained above: to meet a wide range of related occupational tasks.	As above.
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	TAFE philosophy allows for open access, but conditional entry based on the student being literate and numerate is required. No formal qualifying subjects offered.	Basic numeracy and literacy essential for conduct of course.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Mainly based on occupational tasks associated with the strands of horticulture and usually expressed in behavioural terms.	Strong emphasis on skill performance.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	Combination of assessment types: practical fieldwork, written assignments, diagnostic testing.	Performance oriented.
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?	Assessment statements.	
	. WHAT WAS THE NATURE OF THE ASSESSMENT?	See No. 12.	
	. WHAT WAS THE NATURE OF THE QUALITY CONTROL?	No written statement.	
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?	Yes.	
	. WHAT RESOURCES WERE COVERED?	All relevant resources, human and material.	To allow best appraisal to be made by final approving authority.
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION?	No direct statement, but a teacher's guide was included in syllabus document.	To assist in raising efficiency of the learning environment. TAFE teachers may also take advantage of the Teachers' Preparation and Staff Development Centre at Toowong (A Learning consultancy)
	. WHAT WAS THE NATURE OF EACH STATEMENT?	Not prescriptive.	
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The final submission (syllabus) - endorsement by all relevant groups associated with the exploratory stage of the program. Any minor changes made is effected by referring to CD sub-committee.	Acceptance by industry.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: ~~BACKGROUND INFORMATION~~ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND ~~QUALITY CONTROL~~. TEXTS AND REFERENCES. LEARNING METHODOLOGY.	Draft of syllabus document only for endorsement. Part of syllabus document. " " " " " " " " Recommended texts. Teachers Guide.	Other detail such as background information and resources relevant only to departmental officers.
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET) 979	An overall structure of course is sent to Director General of Education. A more detailed curriculum submission is forwarded to Director of TAFE. Constitutes a detailed syllabus document. The syllabus document is the same. See attached check list. 980	This is an overview only - DGE accepts that all procedures have been carried out. Directly responsible for the validity of the programme.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	<i>Course to be piloted. EO of study area to maintain a watching brief - not a structured evaluation.</i> <i>Refer to syllabus document.</i> <i>Piloting exercise planned.</i> <i>An ongoing check carried out as to validity of each CD process by EO of sub-group.</i>	<i>Syllabus document, in microfiche form in Part 2 of Report.</i>

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: QLD. EDUCATION DEPT.
TAFE DIVISION
CNO08 URBAN HORTICULTURE

TAFEC STREAM : 5
FIELD OF STUDY: 6

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT I.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>		NO	
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Departmental Policy Statement
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	
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QUEENSLAND DEPARTMENT OF EDUCATION
TECHNICAL AND FURTHER EDUCATION DIVISION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: CNO08 URBAN HORTICULTURE
PRE-VOCATIONAL (OPERATOR) COURSE

T.A.F.E.C. STREAM: 5 (3A7)

NEW

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. FIELD OF STUDY: 6

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. ~~2.2 A MAJOR REVISION.~~ ~~2.3 A MINOR CHANGE.~~	Following discussion within the horticultural industry as to training of operators the associations of the occupations wrote to Director of TAFE. Nurserymen's Association-Landscapers' Assoc.- Queensland Institute of Technology-Queensland Agricultural Colleges made contact with TAFE. EO of study area within Curriculum Branch takes up responsibility for check co-ordination. First checkout was made by Curriculum Branch to Ithaca College where Green-keeper Course was running - information gained as to the most relevant groups and committees to contact. Further checkout confirmed need. QIT and QAC checked and offered co-operation.	The many pronged expressions of the education/training need. Divisional policy on curriculum development. QIT (Queensland Institute of Technology) QAC (Queensland Agricultural College - A Country College of Advanced Education) Currently engaged in horticultural studies at a higher level than the proposed course.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	First step in the investigation of the need was to contact Department of Primary Industry, Horticulture Branch and take advice on the persons who should form an Advisory Committee. QIT also agreed to have a rep. on committee. Initially only involved gardeners, landscape gardeners and nurserymen - Agreed existing turf and greenkeepers course at Ithaca should be revised. Four main occupational areas recognised - resulting in four separate advisory groups - membership extended to further look into need. Industry and Commerce Training Commission involved through training advisor who surveyed industry.	The broad band of representation necessary to uncover training needs of a complex multi-strand industry.

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3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?	Director of TAFE through Curriculum Branch.	Line management.
	2. WHO INVESTIGATES THE DEMAND? - MEMBER OF MEMBERS OF COMMITTEE. - A COLLEGE PERSON (S). - OTHER.	EO of Curriculum Branch with assistance of a sub-committee contacted all relevant associations and employing groups.	Divisional policy to use study area curriculum developers.
	3. WHAT METHOD IS USED TO APPRAISE DEMAND?	Mainly structured discussion	Deemed quite accurate for the course concerned.
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	Personal visits to employing associations and groups.	Personal commitment of employers to train operators by means of proposed course.
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED? - POWER TO MAKE DECISION. - RECOMMEND ONLY AND TO WHOM. - WHO MAKES THE DECISION.	No: Director of TAFE through Curriculum Branch, EO of study area and ad hoc CD committee proceed with the management, planning, design and development of course. In effect, EO consults with SEO and PEO on an informal discussion basis. EO with help of sub-group determines job description profile by DACUM styled approach. Constructed table of occupational tasks - drew up skill profile.	The DACUM type approach allowed the EO and the CD group to arrive at terminal objectives fairly quickly so that a submission could be put up for approval to proceed with the project.
	2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?	A course structure with aims, objectives, and an overview of course content. This was supported by a covering memorandum giving background data. Director of TAFE also briefed by EO, PEO, SEO of Curriculum Branch. The facilities at QAC taken as a guide.	The immediate objective of Curriculum Branch was to give sufficient accurate information on need, demand, resources to be allocated etc. to allow Director to give approval to proceed.
	3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?		

5. APPROVAL OR APPROVAL IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE?

2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE?

3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE?

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.

SUBSUMED IN CD PROCESS NO. 4

6. PLANNING THE MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

EO takes full responsibility for
planning the management approach but
consults with SEO and PEO concerned.

Divisional policy and
Curriculum Branch procedure.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

EO is automatically the Executive Officer of the Advisory Committee and the sub-group or groups involved with the course.
Early group (advisory) very large chaired by SEO or PEO of Curriculum Branch.

Curriculum Branch procedure.

Not applicable due to the well defined role of study area EO.

3. WHO SELECTS REMAINDER OF C.D. TEAM?
 - . THE TEAM LEADER.
 - . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
 - . OTHER

Sub-group(s) are selected by EO who usually chairs meetings and is also Executive Officer.

Curriculum Branch procedure.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

EO in the first instance then through line management SEO, PEO, Staff Inspector.

Line management.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?
 - . STATE WIDE.
 - . SEVERAL COLLEGES.

Advisory Committee represents industry. Curriculum Development sub-committee can be all college or a mix of college and industry.
Representation mainly from metropolitan area, but country interests heeded - represented by ICTC Advisory Training Officer.

Best mix of interests and active persons.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?
 - . ONE C.D. COMMITTEE TO SERVE ALL C.D.
 - . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
 - . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

Structural: See above. HO Curriculum Branch through EO, SEO and PEO - line management.
Refer to advisory committee structure above and role of EO of study areas within the Curriculum Branch.
Separate CD Committee for each study area.

The total number of CD Committees depend on CD demand. All sub-groups ad hoc.

HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

CD sub-groups are selected, usually from the College concerned with the programme, by Curriculum Branch by EO in consultation with SEO, PEO, College Principal.

Most effective means of bringing management, planning, design and development expertise together.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

1. WHAT ARE THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE(S) RESPONSIBILITIES FOR THE DESIGN OF THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-LINES FROM ANOTHER GROUP.

The advisory committees have a strong vetting role and may be standing committees linked to TAFE Division through EO of HO Curriculum Branch. Sub-committees usually chaired by EO, are ad hoc. EO of Curriculum Branch take full responsibility for course design in consultation with: Advisory Committee, CD sub-group and with SEO and PEO of study area.

As above.

2. IF THE H.O. PERMANENT C.D. COMMITTEE WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

Advisory Committee, CD sub-group, Line managers of HO Curriculum Branch and Director of TAFE.

A number of existing relevant interstate courses examined for structure and content. Adaptation of existing course structures and content plus data input from local survey.

The basic educational/training needs considered to be very similar to Queensland's.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . INDUSTRY (OR CLUSTER) _____
- . OCCUPATION _____
- . EMPLOYERS _____
- . STUDENTS (ENTRY LEVEL) _____

Pre-vocational - Trade based - Operator not apprenticed.

The horticulture industry comprises four main trade type occupations along with other peripheral groups. Year 10, 3 point passes in: English, Maths, Gen. Science.

The industry not keen to become involved in indentures. (The request from the industry was for part-time evening training for existing employees) The multi-stranded interest areas within horticulture. Enabling education - Basic literacy and numeracy.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS? _____
- . PART TIME STUDENTS? _____

Designed according to the accepted pre-vocational model which operates in TAFE in Queensland.

There is a possibility of some evening subjects.

Queensland TAFE have a successful pre-vocational, trade linked set of programmes operating in a number of trade areas.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Accreditation by Director General of Education and endorsed by ICTC.

This would be a special service to the industry.

ICTC had representation on original advisory committee.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

Director General of Education

No separate Department of TAFE.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

Skill performance in the workplace. Aims and objectives based on occupational tasks.

Emphasis on application of acquired practical skills.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

The order of occupational tasks in the four main occupations within horticulture. Normal educational principles of progressing from simple to more complex tasks.

Industry expectation of early acquired practical skills.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

Data from initial industry survey plus adaptation of existing courses structures and content.

Data available in other States.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Modular structure - An adaptation of modular structuring of trade courses in Victoria - However concept of subject persists.

Data available.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

As above - Occupational tasks in the four main occupations within horticulture.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

None.

Basic nature of course.

• WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

No.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Mainly the influence of existing relevant courses from interstate - these courses reinforced the expressed content found through survey of industry - by occupational tasks - by evaluations of experience in the existing Qld. pre-vocational courses in other streams.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Continuing assessment - A combination of assessment types - oral - written - field work assignments.

	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?	Some statements.	
	. WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?	See above. The methods unit within the TAFE Curriculum Branch will carry out an evaluation of course while it is in progress.	First run of course is in effect a piloting operation. EO watching brief.
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	Not in the syllabus document as such, but a separate brief drawn up by Buildings and Accommodation Branch deals with resources.	Thrust is on education/training. The other Branch or Branches outside of the Curriculum area serve the Department and make recommendations in light of total resources availability. Implications for TAFEC funding.
	15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO:		
	. LEARNING METHODOLOGY - GIVE DETAIL	Teacher guides only - implementation notes.	
	. SPECIAL STAFFING - " "		
	. SPECIAL EQUIPMENT - " "	Resources statements in separate	Divisional procedure.
	. SPECIAL ACCOMMODATION - " "	brief to Director of TAFE	
11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	The final syllabus document developed and prepared by EO of Curriculum Branch is tabled at Advisory Committee Meeting for endorsement - minor challenges attended to by EO and sub-group for CD.	Must have the acceptance of the whole industry.

	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: . BACKGROUND INFORMATION. . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION. . ORGANISATION OF COURSE. . ASSESSMENT PROCEDURES. . QUALITY CONTROL. . TEXTS AND REFERENCES. . LEARNING METHODOLOGY.		
12. FINAL APPROVAL AND ACCREDITATION (FULL DOCUMENTATION)	1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES: . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)? . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION. AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).	All feature in syllabus document as described above. The final approving officer is the Director General of Education. An overview of course, usually the structure is submitted for his final approval. DG of ED accepts that the Director of TAFE has fully checked all aspects of course. The full syllabus document is submitted to Director of TAFE Division.	Data having significance only to TAFE Division decision makers on resources allocation and other relevant support information, not in the syllabus document.
		Director General of Education and Director of TAFE Division approves structure. Overview to DG of ED. Detailed syllabus document to Director of TAFE Division plus design brief on resources. Director approves subject content. See attached checklist	Organisational and administrative policy. Policy Policy.

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13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

*The course would be piloted and
subjected to an evaluation.*

General Divisional policy.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

*Written statements in syllabus
document.*

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

Piloting of course Divisional policy

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*EO responsible for effectiveness of
curriculum development processes.*

*A procedural scheme exists
but there is a measure of
flexibility depending on
circumstances surrounding the
courses development.*

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: QLD. DEPT. OF EDUCATION

CHECK LIST

TAFE DIVISION

TAFEC STREAM : 5(3A?)
FIELD OF STUDY: 6

CNO08 URBAN HORTICULTURE PRE-VOCATIONAL
(OPERATORS) TRADE BASED

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION		NO	It is part of the Building/Accommodation Brief.
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY			
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES			Under review
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT			Under review

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL			Apprentice
. EXTERNAL			Under review
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	Separate Branch and submission involved to meet requirements of funding
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Departmental Policy Statement
QUALITY CONTROL PROCEDURE		NO	Refer to staff development needs above
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	Officers from Qld. in Staffing, Equipment, Building and Curriculum visited Ryde Horticultural College in NSW and Victorian Agriculture Colleges to check on resources, curriculum, etc.
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

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DEPARTMENT OF EDUCATION, QUEENSLAND
TECHNICAL AND FURTHER EDUCATION DIVISION

505

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: CN122 FITTING: DIESEL AND HEAVY EARTH
MOVING EQUIPMENT TRADE COURSE

T.A.F.E.C. STREAM: 3

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	The TAFE Division's policy of periodic major review of its programmes and dialogue between TAFE Division and the industry. The major review is current and final. Submission for approval to implement will not occur until 1981. Because of TAFE organisational structure the EO of study area becomes the immediate CD manager. Recognition of need is internal. EO of study area, Curriculum Branch consults with relevant College Principals and the industry to reconstitute Advisory Committee into a Major Review Committee with wider representation. Major review.	Major review also due to feed-back from colleges and the industry that the existing diesel trade course was inadequate to meet the current needs. Divisional Policy.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	Curriculum Branch drew up a survey questionnaire, but was discarded in favour of a modified DACUM approach on the suggestion of EO. DACUM approach brought in representatives from all over the State and involved mining, earthmoving contractors, and agriculture. Director of TAFE through Curriculum Branch line management. A modified DACUM methodology. As above.	Technological changes and the widening of the topic areas to be studied, e.g. growth of hydraulics. The Review Committee has persons from colleges, the EO Curriculum Branch, Operations Branch, Buildings and Accommodation, Equipment Branch, plus persons from industry(6). The DACUM process had received favourable interest in TAFE Division. Considered to be more effective than traditional questionnaire method.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Director of TAFE Division through Curriculum Branch.
The DACUM exercise was designed to investigate need and demand (Refer

Characteristic of the method. In effect the demand is established because this is an existing trade course.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON (S).
- . OTHER.

EO of study area in Curriculum Branch is automatically the CD project manager and works with and through the Industry and Commerce Training Commission and the newly established Major Review Committee

Demand established in fact. Reference to number of students to be made in later documentation as well as locations for implementation. However, demand will increase because of new areas.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Modified DACUM.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Analysis of the responses during DACUM exercise.

EO in consultation with Major Review Committee.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

EO in consultation with sub-CD group from Colleges draws up conceptual programme in draft form - Refer to Major Review Committee who appraise the draft proposal.
EO must receive through Curriculum Branch line management approval to proceed.

In this project the draft proposal had to be acceptable to industry before being submitted to Director of TAFE for approval to proceed further.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

Director of TAFE through Curriculum Branch.
A conceptual brief, a broad outline of course structure and content with brief supporting written background information.

Divisional procedure.

This process is in effect approval in principle.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

The EO of study area, being the Executive Officer draws up all document of this initial proposal.

Curriculum Branch procedure.

5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

Major Review Committee has been fully
consulted.

Industry acceptance.

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

Director of TAFE

In effect this CD process has
been subsumed in the previous
process.

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

Through line management of Curriculum
Branch.

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

Conceptual brief, a broad proposal.

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

EO of study area plans the management
approach to further course design,
methodology of the curriculum develop-
ment.

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

EO is the Project Manager and as such
takes responsibility for the entire
project. However, he is in continuing
consultation with the SEO of the study
area and the PEO of the Curriculum
Branch Section appropriate to the
programme.

Divisional and Curriculum
Branch policy and procedure.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.

EO automatically becomes CD team leader.

Structural.

2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

All EOs of study area in the Curriculum Branch are trained in curriculum development processes by staff development and are experienced in the specific course area.

The EO is the official divisional curriculum developer.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

EO selects the most suitable experienced persons to support him in the course design, but they are mainly consultative. Essentially the management, planning, design and development of the course lies with the EO and he is guided by the curriculum development processes already in the Branch.

Currently there is no official written set of curriculum development procedural steps. But there is a wealth of case studies well documented for CD guidance. A draft CD model has been planned.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

The CD sub-group is responsible to the EO who leads it and is its Executive Officer. EO responsible to line management of Curriculum Branch.

Curriculum Branch policy.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.

The Review Committee is state-wide but in practice the major companies representing the sectors of the industry have offices in Brisbane. Educational member from several Colleges.

Wide industry requiring wide representation.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

EO of study area provides the direct link between TAFE Division areas (e.g. Curriculum Branch and Colleges) and the connection with industry by means of his membership and executive role on Major Review Committee.

Divisional policy and curriculum organisational structure.

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

. HEAD OFFICE.

. COLLEGE.

. H.O. AND FIELD.

See above.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

. TAKE FULL RESPONSIBILITY.

. PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.

. DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

EO of study area in Curriculum Branch
in consultation with Major Review
Committee and its CD sub-group.

The foundation for the
reviewed course was existing
course but its structure was
changed.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

. WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?

. WHAT SOURCE SEARCH WAS CARRIED OUT?

. WHAT DESIGN METHODOLOGY WAS USED?

Major Review Committee.

Modified DACUM exercise revealed the
perceived occupational tasks - content
of existing course analysed.
A change to modified modular present-
ation.

EO essentially responsible for
course design - but takes
advice through consultation.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE? _____
- . WHAT WAS THE PERCEIVED TARGET GROUPING: _____

- . INDUSTRY (OR CLUSTER) _____
- . OCCUPATION _____
- . EMPLOYERS _____
- . STUDENTS (ENTRY LEVEL) _____

EO of study area.

Trade apprenticeship.

A cluster of industries using the proposed broadly trained diesel fitter. Mining, Highways Dept. private earth-moving contractors, agriculture and horticulture.
Year 10 (passes)

Curriculum Branch policy and procedure.

An existing declared trade.

Expansion of industry due to advances in diesel technology.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS? _____
- . PART TIME STUDENTS? _____

Part-time - Trade apprenticeship.

Attendance schemes vary according to location.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Journeyman tradesperson.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

Industry and Commerce Training Commission.

Apprentices Act subsumed in ICTC.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

To provide a broadly trained tradesperson who could undertake a wide range of occupational tasks with an accepted level of skill performance.

Expanding nature of the industry.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

Traditional educational/training learning steps to provide the employing firm with an apprentice trained to be useful and effective at every stage of the institutional programme.

Emphasis is on early performance on the job.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

The occupational tasks revealed at the modified DACUM exercise.

Occupational tasks selected as being most relevant to the workplace.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

A modified modular structure designed to achieve integration of the programme.

To cover all aspects of the broad based industry.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

Course content based on perceived occupational tasks thrown up at DACUM exercise. Arranged in sections over three years of part-time study.

Trade apprentice course.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

No pre-requisites other than entry requirements.

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Not any.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Similar to course aims. Terminal objectives to be based on occupational tasks - to be expressed in behavioural terms. The syllabus document (draft) currently has no written statements on aims or objectives for subjects.

The final submission documentation currently being considered.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Assessment not yet determined, but it is expected to be a combination of continuing assessment, written tests - assignments.

As above.

13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?

Although assessment statements are usually written into syllabus document statements on quality control are not.

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY CONTROL?

See Q.11 above.

See Q.13 above.

14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?

In the final submission a resources brief put together by Department Branches other than Curriculum Branch is forwarded separately.

Divisional policy - In fact, the consideration of resource allocation was given by Major Review Committee during early stage by reps. of Service Branches.

- . WHAT RESOURCES WERE COVERED?

Not considered at this stage by EO. See above.

15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - " "
- . SPECIAL EQUIPMENT - " "
- . SPECIAL ACCOMMODATION- " "

No teacher guide considered at this stage of syllabus development.

Separate document prepared by department's special branches having responsibilities for buildings and accommodation, materials, equipment, staffing etc.

However, other TAFE courses (see other case studies) do have statements in the form of teacher guides.

Departmental organisational structure.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)

1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?

Major Review Committee give an ongoing endorsement to course through their involvement and did appraise initial broad proposal. Document submitted for approval in principle.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

The detail listed not included in the syllabus document at this stage.

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED? (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION, AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

As treated above, EO is the central person in the drawing up of curriculum documents.

Will be addressed to Director General of Education through TAFE Director.

Not applicable as the final submission has not been prepared.

See other case studies.

See attached check list.

Final and full documentation will be submitted through Director of TAFE in 1981, and probably will follow a similar format to that used in the other approved case studies which are appended in microfiche form.

When the trade course development is finalised, the course documentation is forwarded to the Director General of Education through the Director of TAFE. After the DGE's approval it would be forwarded to the Industry & Commerce Training Commission for ratification. It is usual to have a member of the ISCTC on the Major Review Committee.

13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR SETTING AND MAINTAINING COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S)

Not the usual practice.

2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL?

Probably written for each individual subject (module) to suit the topics and expressed in behavioural terms.

3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN?

Not usually.

4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS?

EO is responsible for effectiveness of the curriculum development processes used in developing the course.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

This is a major review and the final documentation is not yet drawn up, but will probably be as described.

CHECK LIST

TAFEC STREAM: 3

TAFE AUTHORITY: DEPT. OF EDUCATION, QLD.
TAFE DIVISION
FITTER DIESEL & HEAVY EARTHMOVING EQUIPMENT,
TRADE (APPRENTICE)

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION		NO	
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)			
. FULL TIME			
. PART TIME STUDY		NO	
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT I.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, S.G. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE			
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS			
FUTURE CURRICULUM REVIEW			Departmental Policy Statement
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	
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DEPARTMENT OF EDUCATION, QUEENSLAND
TAFE DIVISION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: CNO05 PRE-EMPLOYMENT COURSE IN
INTERIOR DECORATING

T.A.F.E.C. STREAM: 4

NEW

T.A.F.E.C. FIELD OF STUDY: 2

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	Due to Commonwealth Government's programme of Transitional Education and the response of TAFE Division in mounting the course. Director of TAFE to Curriculum Branch Curriculum Branch management appoints study area Education Officer from within the Branch. This is a new programme.	This course is one of a number of projects in Transitional Education Programme. Procedural. Divisional and Branch policy and organisational procedure. Study area Education Officer skilled in curriculum development processes and has understanding of the knowledge and skill requirements of the study area.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	During initial stage the study area EO. Assumed to be existing. By contact with actual and potential employers. No formal structured survey carried out. But EO consulted with Lecturer in Interior Design at the College of Art - Resulting in informal telephone discussions with industry.	EO study area automatically becomes project manager. Time did not permit a formally mounted survey of industry. Transitional Education programme had to meet deadline for implementation.

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3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?	Director of TAFE Division through Curriculum Branch management.	Demand and need covered in the informal telephone communication with actual and potential employers.
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	2. WHO INVESTIGATES THE DEMAND?	EO responsible, but a number of college based persons were involved.	Although the Brisband College of Art was initially involved it was decided to run the course at Ithaca TAFE College. No formal advisory committee set up. Lecturer group plus EO.
	. MEMBER OF MEMBERS OF COMMITTEE. . A COLLEGE PERSON(S). . OTHER.		
	3. WHAT METHOD IS USED TO APPRAISE DEMAND?	Informal dialogue with industry.	Considered to be the most effective given the circumstances of Transitional Education programme.
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	Reliance on responses from industry and the fact that unemployed persons would be attracted to course.	As above.
	1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?	EO is project manager and as such has full responsibility for programme, subject to Branch line management.	Divisional policy and Curriculum Branch procedure.
	. POWER TO MAKE DECISION. . RECOMMEND ONLY AND TO WHOM. . WHO MAKES THE DECISION.		
	2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?	Because of the nature of the programme no broad proposal document required. The mounting of such pre-employment programme is due to a Divisional directive.	The immediate aim was to plan, design and develop a suitable syllabus.
	3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?	As above.	

5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

AS FOR CD PROCESS NO. 4

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

EO of study area in Curriculum Branch
automatically becomes team leader and
assumes responsibility for planning
the management of the project.
EO is in continuing consultation with
SEO of study area and PEO of the
appropriate Branch Section.

Procedural

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7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.

2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . ~~THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.~~
- . OTHER

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . A COLLEGE
- . MIXTURE OF NO PERSONS & COLLEGE

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ~~ONE C.D. COMMITTEE TO SERVE ALL C.D.~~
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

As above: EO automatically leader of CD team.

All EOs are appointed to the Curriculum Branch on curriculum development expertise and their sound educational background. Most EOs have special experience in an area.

In this particular programme no formal sub-group of an Advisory Committee required. However EO, as project manager is in ongoing contact with Lecturers of the study area at Ithaca College.

College Lecturers work closely with EO to whom they are responsible. EO in turn responsible to Branch management.

Lecturers of study area at Ithaca College
EO + College Lecturers.

EO is the formal link between Curriculum Branch - College - Industry

Usually there is a CD sub-group of each Advisory Committee, but not the case for this programme - see above. Advisory Committees are usually Standing Committees and new ones are set up as required for new programmes.

As above.

Effectiveness of operation.

Allowed for a reasonably quick and effective development of the syllabus.

As above.

As above

As explained above.
EO is project manager - supported by College Lecturers.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE. _____
- . COLLEGES.
- . H.O. AND FIELD.

EO of study area.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

EO of study area - Supported by
lecturers of study area in College.

- . TAKE FULL RESPONSIBILITY. _____
- . ~~PUT INTO EFFECT A COURSE DESIGN~~
~~DRAWN UP BY OTHERS.~~
- . ~~DESIGN A COURSE ALONG SET GUIDE-~~
~~LAGES FROM ANOTHER GROUP.~~

EO project manager.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

Brisbane College of Art in first
instance then by informal discussion
all groups forming components of the
interior design industry.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

Not deemed to be necessary.
To mount a full-time course of 32 weeks
at 35 hours per week.

Organisational structure.

No time to mount a formally
structured survey.

However use was made of the
libraries of the Education
Department and Queensland
University.

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10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?

. WHAT WAS THE PERCEIVED TARGET GROUPING:

. INDUSTRY (OR CLUSTER)

. OCCUPATION

. EMPLOYERS

. STUDENTS (ENTRY LEVEL)

Pre-employment.

A cluster of relevant groups with interior decorating as a central activity but extending beyond this.

Wider than a special occupation.

No academic entry - But C/W Govt. impose age restriction of 15 years.

Transitional Education Programme.

An attempt to give as broad an education/training in the general area to allow exit students to be more employable.

The course covers such areas as interpersonal skill formation and general self development.

2. WAS THE SYLLABUS DESIGNED FOR

. FULL TIME STUDENTS?

. PART TIME STUDENTS?

Full-time students - 32 weeks at 35 hrs/week.

The course is flexible enough to cater for part-time students if need be.

Transitional Education Programme.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Accreditation not applicable, but acceptance by employing bodies is sought.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

N/A

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

The course was designed to give a range of knowledge and skills not only in interior decorating but in personal formation so that such a broadly trained person would have more employable qualities.

Rationale of Transitional Education is to bridge the gap between school leaving and employment.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

The course is designed to achieve the general aim by arranging subjects in a learning step order so that each individual subject supports the other. The structure is subject oriented.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

By analysing the perceived occupational tasks and arriving at terminal objectives for topic areas within subjects described in behavioural terms.

The main thrusts of the course is on knowledge and skill leading to development which enhances employment skills. Thus performance and self formation are key objectives.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented, but each subject is complete in itself and there are differences in length and assessment.

Flexible approach to broad based learning.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

The achievement of the perceived occupational tasks.

Core subjects are designed for full year. Other special subjects related mainly to practical skill performance are designed on a semester basis.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Open entry - No pre-requisites..

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Subjects are prefaced by a brief description followed by subject topic terminal objectives described in behavioural terms. The objectives relate directly to general course aim of broad based training including self formation.

Philosophy of Transitional Education.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

A combination of assessment types, but much store is placed on self assessment as a means of achieving inter-personal skills and self measurement.

To become more employable and to develop a range of skills for coping with life's pressures.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?	Every individual subject has written statements on assessment. Varies somewhat from subject to subject but emphasis is on self assessment. Piloting.	Essential to course aims.
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	Not in syllabus document but lists were prepared, with explanatory notes to allow for overall costing of programme.	C/W funding - special grant for Transitional Education.
	15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: . LEARNING METHODOLOGY - GIVE DETAIL . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION- " "	Each subject has written suggested teacher guide. No written statements in syllabus. Not in syllabus, but listed elsewhere. No state-ents, but negotiation with Ithaca College.	
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	No formal endorsement process A TAFE Divisional initiative	Transitional Programme commitment.

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12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

No formal endorsement.

Internal to TAFE

1. DOES THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/GROUP HAVE THE RESPONSIBILITY FOR DRAWING UP THE FINAL DOCUMENTATION FOR FINAL APPROVAL AND/OR ACCREDITATION SUBMISSION? IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED? (E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION, AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET).

EO of study area responsible for full final documentation.

Curriculum Branch procedure.

Director General of Education through Director of TAFE.

Final submission consisted of a bound syllabus document giving course structure and content, objectives, assessment etc. supported by accompanying background information to facilitate its passage through the final approval process.

Final document is submitted through Curriculum Branch line management to Director of TAFE Division. See attached checklist.

Director of TAFE must have sufficient information to be able to appraise course and approve it (or otherwise) before submitting to Director General of Education.

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13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR SETTING AND MAINTAINING COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S)

Piloting

2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL?

See comments on the emphasis on self assessment written above.

3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN?

Strongly advised in assessment but not mandatory - Piloting is policy.

4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS?

EO is responsible for the inter-relation and effectiveness of all CD processes.

Procedure of Branch.

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: QUEENSLAND TAFE

PRE-EMPLOYMENT COURSE IN INTERIOR
DECORATING

TAFEC STREAM : 4

FIELD OF STUDY: 2

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION		NO	
. DEMAND DATA, e.g. ANALYSIS		NO	
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD		NO	
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	?		Recommendation only.
DATE PROPOSED FOR ACCREDITATION			N/A
PROPOSED ACCREDITING AUTHORITY			N/A
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)			
. FULL TIME	YES		Should it be needed
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS			N/A
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF			N/A
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			Apprenticeship
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Departmental policy statement
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

DEPARTMENT OF EDUCATION, QUEENSLAND
TAFE DIVISION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: CN0819 FOUNDRY TECHNOLOGY COURSE

T.A.F.E.C. STREAM: 3b

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	The Queensland Division of the Australian Foundry Institute wrote to TAFE Division February, 1979 for consideration to be given to the introduction of a new course more foundry oriented than the previous Certificate in Industrial Metallurgy. Director of TAFE Division. Request directed to Curriculum Branch for further investigation and action if required.	Australian Institute is professional association of foundry related interests. Normal channel for formal inputs. Divisional procedure.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? ~~INDUSTRIAL VISIT TO SOURCE OF INFORMATION; Later see No. 3, Q.4.~~ OTHER MEANS - EXPLAIN.	Curriculum Branch management appoints Education Officer to the project as manager 2/3/80. Director of TAFE through powers delegated to Curriculum Branch manager. A structured questionnaire prepared by Curriculum Branch forwarded to all known foundries in Queensland (51). Backed by introductory information EO drew up instrument used in survey.	Curriculum Branch procedure. EO experienced in the study area. Organisational. Geographical spread of the industry in Queensland. A proposed course model in the package.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Formally Director of TAFE through Curriculum Branch.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

EO as project manager consulted with Queensland Branch of Australian Foundry Institute. Three informal exploratory meetings of EO, Institute and representatives from the industry followed by Curriculum Branch review of meetings - EO, SEO, PEO.

To look into validity of the need and to establish data on demand. To discuss structure content, length, level of a possible course. Relate perceived need to existing trade course at Yeronga TAFE College Senior Teacher, Foundry Institute Member. Designed to reflect employers intention to support course or not.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Data from responses to questionnaire.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Analysis of response data.

This was re-inforced by a door knock exercise of firms in the metropolitan area - face to face interviews and use of questionnaire - managers and supervisors.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

EO made a brief formal written request to PEO Engineering & Building area in Curriculum Branch for approval to proceed with the project.

Considered appropriate by EO.

PEO consults with line management and uses his delegated authority to approve.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

EO project manager and assumes full responsibility for the conduct of programme.

Organisational.

Mainly a precis of survey responses.

PEO cognisant with proposed course outline.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

EO to be responsible for all relevant documentation.

5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

Not at this early stage.

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

*CD process No. 4 subsumes this approval
in principle as far as this case study
is concerned.*

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

*EO discussing course outline with
college staff.*

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

See CD process No. 4.

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

*EO begin to plan the management of the
course.*

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?

*EO in consultation with SEO of study
area and PEO of appropriate section in
Curriculum Branch.*

*A Curriculum Branch
responsibility.*

. TAKE FULL RESPONSIBILITY.

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7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

EO of study area is automatically the team leader.

All EOs are appointed due to their educational background, knowledge and experience in curriculum development and their special expertise in a study area.

EO of study area selects the most competent and experienced persons to assist him as a CD group (curriculum committee). The group becomes the Syllabus Committee.

EO of study area who is leader and Executive Officer of the Review Committee and he, in turn, is responsible to line management of Branch.

Representing State but mainly from Brisbane metropolitan area: A mix of: Head Office, EO team leader and Executive Officer, teachers from TAFE College, employers, trade union, recent exit students from trade course. Ten persons in all.

The ICTC has a responsibility to arrange industry based advisory committees to advise it on training needs. TAFE Division has representation on each advisory committee responsible for a special occupational study area. The TAFE Curriculum Committee is usually an educational ad hoc group, but may have experts from industry as well. The EO of the study area in the Curriculum Branch is the Executive Officer of the Curriculum Committee, its recognised leader and he is probably on the advisory committee.

Organisational

Effectiveness in the curriculum development activity.

Powers and responsibilities of a project manager. EO consults with College Principal(s) when College staff are involved.

All relevant interest groups to ensure validity of course structure, content and its viability.

TAFE Division policy. In this case study the widely represented Syllabus Review Committee had a vetting and advisory role. The curriculum development was the task of EO supported by a sub-group (Expertise).

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

As explained above.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . ~~PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.~~
- . ~~DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.~~

EO of study area with assistance of
Review Committees sub-group took
responsibility for course design.

In effect the proposed course
model circulated in the survey
package to the industry at the
beginning of the exercise was
more or less accepted as a
suitable design by the industry.
This proposed design was
originally drawn up by EO.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

Covered above. Refer to CD process
No. 7, Question No. 5.
No library search or information
retrieval.
Subject structured.

Existing course formed
foundation for relevant
content.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . INDUSTRY (OR CLUSTER)
- . OCCUPATION
- . EMPLOYERS
- . STUDENTS (ENTRY LEVEL)

Industry requested a short term trade based course half way in level between the trade course (existing) and certificate course in metallurgy (existing)

The foundry industry proper and supporting occupations, e.g. suppliers and users of castings.

Post apprentice training.
Also persons whose maturity and interest in foundry related tasks.

Such a post trade course oriented toward foundry practice was perceived to fill the gap in the industry between tradesperson and certificate (para-professional) persons.

Expected to attract not only trade trained students.

As above.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

Part-time evening students.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Not formally accredited - industry acceptance.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

N/A

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

To provide the foundry industry with persons having high level knowledge and skills at post apprentice level. The general course aim and objectives are based on the occupational tasks revealed by the industry survey.

The industry wanted a post trade level person to bridge the knowledge and skill gap between the metallurgist and the tradesperson.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

- . Traditional educational principles.
- . To produce immediate employable skills.
- . The foundry industry sequence of occupational tasks.
- . Availability of equipment

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

- . From data derived from existing trade course.
- . From data received from industry survey on occupational tasks.

Survey information showed the 'State of the art'.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Subject oriented

Considered appropriate for a course of this nature.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

The six subjects comprising the schedule of studies closely relate to the component strands of the foundry industry.

Most relevant study areas to meet the educational/training needs perceived by managers, supervisors and operators.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

- . WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Open entry, although it is expected that most enrolees will have some direct connection with the industry.

TAFE philosophy of open access to courses wherever possible, enabling subjects were proposed but were not developed, mainly because of resource cost.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

Industry's occupational tasks which in turn influenced selection of course subjects. Subject topics have objectives expressed in behavioural terms and measured by skill performance levels.

Emphasis on performance.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

No statements on types of assessment, but a general statement in syllabus document that all subjects will be assessable and that standards will apply - Division's policy on college based assessment.

In this case assessment will be the responsibility of the college implementing the course. Also Divisional policy. CBA

11. FORMAL ENDORSEMENT AND APPROVAL (USE CA DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?	See No. 12 above.	
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	A resources brief is the responsibility of representatives of other support service branches and/or sections. No written statement on resources in syllabus document, but is contained in supporting memoranda forming part of the final curriculum documentation.	Organisational structure of Education Department and TAFE Division.
	15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: . LEARNING METHODOLOGY - GIVE DETAIL . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION - " "	No written statement. No written statement. Separate memorandum, accompanying syllabus for final approval. No statement on accommodation requirements.	Learning methodology and assessment left to College. Existing staff + some HPI Organisational Existing College has capacity.
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	The Syllabus Advisory/Review Committee, with its broad interlocking representation gives a continuing appraisal of the course and would be acquainted with syllabus document.	

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- BACKGROUND INFORMATION. — Not required
- COURSE DETAIL SUCH AS LEVEL OF AWARD, — Evident in description of course in syllabus document.
- LENGTH OF COURSE, FORM OF PRESENTATION. — Written statements in syllabus.
- ORGANISATION OF COURSE. — Implicit in presentation.
- ASSESSMENT PROCEDURES. — No special statements on type.
- QUALITY CONTROL. — No statements, except standards will be maintained
- TEXTS AND REFERENCES. — No statement
- LEARNING METHODOLOGY. — No statement

College responsibility

As above.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET).

Mainly drawn up by EO of study area
who is the Executive Officer.

The final course approval in draft
form is addressed to the Director
General of Education through Director
of TAFE Division.
Same documentation as far as the
syllabus is concerned but other
facilitating memoranda is additional.

See attached checklist.

The full curriculum document
consists of a syllabus in
bound form (or as a draft) plus
facilitating background
information.

Policy - organisational.

13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR SETTING AND MAINTAINING COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S)

No statements as such.

2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL?

No direct statements relating to individual subjects.

College responsibility in this case.

3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN?

N/A

4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS?

EO responsible for the most appropriate and effective curriculum development processes used.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM: 3b

TAFE AUTHORITY; DEPT. OF EDUCATION, QLD.

TAFE DIVISION

CN0819 FOUNDRY TECHNOLOGY COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES?		Mainly as a course description
COURSE OBJECTIVES			Not as such
CLASSIFICATION OF AWARD		NO	But by description the course is designated post trade
REASON FOR CLASSIFICATION		NO	Reason for course is given
EMPLOYMENT STATEMENT	YES		Indicating that there are no employment requirements.
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		Background information in overall draft submission
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		As above
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION		NO	But implicit in course structure
DATE PROPOSED FOR ACCREDITATION	YES		Statement on industry's expectation of starting date
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		By course description
AIMS AND OBJECTIVES			No course aim as such. Implicit in course description.
STUDENT ENTRY	YES		Covering both trade trained persons and non trade trained, but associated

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.			General statement
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL . EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS			
CURRICULUM RESOURCES NEEDS			
FUTURE CURRICULUM REVIEW			Departmental Policy Paper
QUALITY CONTROL PROCEDURE			
STAFFING REQUIREMENTS			
STAFF QUALIFICATIONS			
SUPPORT STAFF			
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE			

DEPARTMENT OF EDUCATION, QUEENSLAND
TAFE DIVISION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: .CN025 PRE-VOCATIONAL GRAPHIC ARTS

T.A.F.E.C. STREAM: 3A
T.A.F.E.C. FIELD OF STUDY: 9A

NEW
REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. ~~2.3 A MINOR CHANGE.~~	Apprenticeship executive (now ICTC) in consultation with Director of TAFE communicated need for a major revision of an existing trade (pre-voc.) course. A need was expressed for a full-time trade course in this area. . The establishment of four separate ad hoc committees or groups. . The establishment of a curriculum development committee under the control of the Curriculum Branch. In the formal sense a major revision of an existing course, but in fact a new course is to be the outcome.	Graphic arts is a broad based industry considered a new approach was needed due to advances in technology. Recognised that the graphic arts industry was really a cluster of four main separate occupations: composition - graphics reproduction - printing and machinery - binding and finishing. Also related to screen printing. In the event of a minor course change the EO, Curriculum Branch decides.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	EO of study area takes up role of project manager and Executive Officer of the four separate ad hoc industry based groups. Formally SIC under the authority of Director of TAFE, but need accepted from industry feedback. Also because of existing training and the availability of funding from C/W Government Transitional Education Programme - Input by Industry and Commerce Training Commission. The four separate industry sub-committees or groups.	Divisional policy and Curriculum Branch procedure. A TAFE Divisional response. Best representation of a broad based industry.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Director of TAFE - but taken as existing because of industry's strong involvement.

Internal activity.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

EO and industry groups accept viability of course demand.
EO member of Curriculum Branch Curriculum Development Committee for this study area.

Existing training

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Industrial reps. through ICTC Advisory Committee.
Indication of student placement by industry through ICTC Advisory Committee.

To ensure employment of successful graduates.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

TAFE Divisional sponsored activity - no need for this CD process to occur.

Internal

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

. Staff Inspector Curriculum/
Director of TAFE through PEO, who is curriculum manager.
. Director TAFE/Executive/SIC

This preliminary process subsumed in No. 5 CD process i.e. approval in principle.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

. Statement of need and demand, e.g. ICTC, DACUM, survey.

As above.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

. The DACUM surveys carried out by Curriculum Branch.

5. APPROVAL OR APPROVAL IN PRINCIPLE.	4. ARE OTHER GROUPS INVOLVED, NAME?	ICTC and Curriculum Advisory Committee.	
6. PLANNING THE MANAGEMENT APPROACH.	1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE?	Director of TAFE Division.	Divisional policy.
	2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE?	Staff Inspector in charge of Curriculum Branch through line management. Director of TAFE makes notation on submission.	Procedural
	3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE?	A draft broad proposal - an overview with sufficient background information to facilitate its passage.	EO as Executive Officer of the four industry advisory groups, with their support prepared draft document involving structure and suggested course content.
	4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	EO contacted Graphic Arts School in TAFE for further information to develop course for final submission.	Branch organisation and procedure.
	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	Senior staff of Curriculum Branch carry out the planning of the management in the first instance. EO as project manager is responsible for planning the management of the entire project, but he is in continuing contact with SEO of study area and the PEO of the appropriate Curriculum Branch section, which through the SIC is in consultation with the Director of TAFE	This is current practice. In this case study the EO worked directly with PEO.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS) (The Head Office staff from Curriculum Branch form the CD team and they are advised by the Curriculum Advisory Committee.)	1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER. 2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION? 3. WHO SELECTS REMAINDER OF C.D. TEAM? . THE TEAM LEADER. (within CD Branch) . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE. . OTHER 4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE? 5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED? . STATE WIDE. . SEVERAL COLLEGES. . A COLLEGE . MIXTURE OF HO PERSONS & COLLEGE	EO is automatically team leader because of the Curriculum Branch's organisational structure. EO is also the automatic Executive Officer of all groups directly related to curriculum development. EOs are appointed because of their sound educational background, their expertise in curriculum development processes, their experience in a particular study area and their interest in developing TAFE courses. Initially the EO had been given the task of reviewing existing trade course in conjunction with the four ad hoc sub-groups representing the four main occupational strands of the graphic arts industry. The first stage of revised course was completed before the decision was made to develop a new pre-vocational course at trade level. Earlier data to be foundation for new course. The four CD industry/school based groups are responsible directly to EO as project manager and EO in this case reported directly to PEO of section - SIC/PEO. State-wide representation, but mainly from metropolitan area. Wide coverage: Employer associations, employee associations, Government Printer, regional daily newspapers and relevant staff from TAFE School of Graphic Art.	Curriculum Branch procedure. (The Curriculum Development Committee of Curriculum Branch) Effective curriculum research and development of TAFE courses. The reviewed existing course already restructured into modules i.e. first stage. The EO as project manager had ready made curriculum development ad hoc groups. Now to SEO due to a reorganisation of Branch structure. Full representation of industry so that all valid occupational tasks would be covered to ensure overall acceptance of the course.
8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.	1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.? . ONE C.D. COMMITTEE TO SERVE ALL C.D. . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA. . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?	They are the same group. EO of study area in Curriculum Branch is the link between TAFE HO (Division) the relevant College, and the four main strands of the industry. See Curriculum Branch structure. The four ad hoc groups of the occupations within the industry. In Queensland TAFE special study area committees have strong industry representation. New study areas are covered by appointing members to form the appropriate committee.	Curriculum Branch organisation. Previously set up for existing trade course. Industry's involvement in their own training-educational needs.

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9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE, _____
- . COLLEGES, _____
- . H.O. AND FIELD, _____

Yes

(See above) Yes - NO Curriculum Committee with advice from Curriculum Advisory Committee.

1. WHAT ARE THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE (S) RESPONSIBILITIES FOR THE DESIGN OF THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . ~~PUT INTO EFFECT A COURSE DESIGN DRAWN UP BY OTHERS.~~
- . ~~DESIGN A COURSE ALONG SET GUIDELINES FROM ANOTHER GROUP.~~

EO of study area responsible for course design working with the ad hoc groups as leader and Executive Officer. EO in this case study consulted with PEO of section directly.

The design of the course strongly influenced by earlier restructuring of first stage of existing trade course.

2. IF THE H.O. PERMANENT C.D. COMMITTEE WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

The Curriculum Advisory Committee. Refer to CD process No. 7, Question 5. No survey of any interstate courses. However - course based on a national survey. Designed to be broad and general in first section - progressing to semi-specialist - to specialist and trade areas.

Breaking new ground in this area - but related to trade course requirements. A range of immediately usable skills if entering the industry - career education/choice - to cover trade apprentice course or related semi-skilled areas.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . INDUSTRY (OR CLUSTER)
- . OCCUPATION
- . EMPLOYERS
- . STUDENTS (ENTRY LEVEL)

Pre-vocational - Trade based
Trade (skilled).

The graphic arts industry as a whole.
Four main occupations refer to CD process No.1, Question 2 (Note in RH column)
As above.
Year 10, Level 3 passers in English, Math., Science.

Pre-vocational courses are accepted as a most effective method of preparing for an apprenticeship. If an exit student secures an apprenticeship credit is granted for the pre-vocational education - training.

Enabling education.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

Full-time students.

The course is structured so that students may exit as semi-skilled (29 weeks) or skilled (36 weeks).

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Director of TAFE approves - industry endorses. ICTC accepts course as trade based.

TAFE trade practices.



4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

See above.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

No general course aim - but a general objective is stated: full-time education/training to prepare for employment - range of immediately usable skills and knowledge - development of attitudes. A bridging of gap - School to society.

The philosophy of Transitional Education - Career education/choice - general education - vocational ed. (trade).

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

Learning steps relevant to general objective - to achieve a progression of knowledge and skills from broad/general to specific.

The occupational tasks are also influenced by the awards covering the four main occupational strands of the graphic arts industry.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?	Mainly from direct consultation with the four separate ad hoc groups of the industry. Also from the government report on the printing industry in Queensland: Alley Report.	Relevancy.
8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?	An integrated programme expressed in modular form.	This structure best allowed the desired progression.
9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?	Course arranged modular so that the subject topics and tasks could be integrated to serve the sets of trade areas or semi-skilled (trade related) areas.	Flexibility of learning activities.
10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY? • WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?	Open entry subject to the enabling education standard of Year 10 with Level 3 passes in: Eng. Math., Science.	Numeracy - Literacy.
11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?	There are two modules each having units of study with objectives stated for each unit. Based on occupational tasks of the four occupations some units (subjects?) have written aims and objectives, others have only objectives.	
12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?	There are no written statements on assessment as such but much emphasis is placed on the standard to be achieved, especially in the technical subjects (units?) - progressive assessment - need for choice.	• General subjects - continuous assessment. • Technical subjects - continuous assessment. But recording and final assessment (formal) on last module only.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? • WHAT WAS THE NATURE OF THE ASSESSMENT? • WHAT WAS THE NATURE OF THE QUALITY CONTROL?	Yes - See immediately above, Q. 11. • Behavioural objectives expressing module objective - standard - conditions. • Progressive behavioural objectives which are competency based. See immediately above, Q. 11. Technological subjects based on standards for trade courses.	
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? • WHAT RESOURCES WERE COVERED?	Staffing, materials, library, buildings and accommodation etc. written by other service branches of the Division As a separate document to syllabus. Texts and references for liberal studies part of syllabus are recorded in syllabus document.	These support service groups play a role in overall CD. Departmental and Divisional policy and organisational structure.
	15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: • LEARNING METHODOLOGY - GIVE DETAIL • SPECIAL STAFFING - " " • SPECIAL EQUIPMENT - " " • SPECIAL ACCOMMODATION - " "	Yes - Practical only (leading to competency based apprentice) Each liberal studies subject (unit) has a list of methods written in syllabus. (Technological requirements - trade) Separate brief on resources. General subjects (social, physical, general support.)	Guidance. Policy and organisational.
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	The four ad hoc groups representing the main strands of the industry ratified structure and content. Industry and Commerce Training Commission.	These special groups advisory only. Industry's acceptance.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION. — No - they were involved all the way.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD, — Not in syllabus document as such
- LENGTH OF COURSE, FORM OF — covered in final document as an annex.
- PRESENTATION. — Yes - expressed in syllabus document.
- . ORGANISATION OF COURSE. — Yes - " " " "
- . ASSESSMENT PROCEDURES. — No written statements in syllabus
- . QUALITY CONTROL. — except competency based behavioural
- . TEXTS AND REFERENCES. — objectives.
- . LEARNING METHODOLOGY. — No written statements, but emphasis

ICTC agrees to status of course
for trade course exemption.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION — Director of TAFE Division approves the
- DOCUMENT(S) ADDRESSED?: — final submission of the curriculum
- (E.G. MINISTER, DIRECTOR GENERAL, — document and refers it to the Industry
- STATUTORY ACCREDITATION BODY)? — and Commerce Training Commission for
- . IN WHAT WAY DID THE DOCUMENTATION OF — ratification.
- THE FINAL SUBMISSION DIFFER FROM THE —
- DOCUMENTATION SUBMITTED FOR ENDORSE — The same curriculum document.
- MENT TO THE BODIES LISTED ABOVE? —
- . WHAT CRITERIA WERE USED TO FORM THE —
- CONTENT OF THE FINAL APPROVAL/ —
- ACCREDITATION DOCUMENTATION. AND —
- WHAT WAS THE FORMAT OF THE SUBMISSION? — See attached checklist.
- (DETAIL CHECKED ON SEPARATE SHEET). —

All other texts and references
printed by School of Graphic
Art.

Policy.

Courses other than trade and
pre-vocational are submitted
by Director of TAFE to
Director-General of Education
for formal approval.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

*Not as such, but statements on
standards.*

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

*No written statements except
competency based behavioural object-
ives.*

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

References to QC based:

- . Course aims and objectives, e.g.
career/ed.*
- . Trade standards*
- . General subject assessment.*

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*EO as Executive Officer of the
curriculum groups and as project
manager, ensures that the curriculum
development processes adopted were
effective and directly related to each
other, e.g. needs appraisal, demand,
approval in principle, etc.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: DEPT. OF EDUCATION, QLD.

TAFE DIVISION

CND25 PREVOCATIONAL GRAPHIC ARTS

TAFEC STREAM : 3A

FIELD OF STUDY: 96

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION		NO	
. DEMAND DATA, e.g. ANALYSIS		NO	
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT	YES		Reference to trade areas - Trade and trade related semi-skills
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION		NO	
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY			
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	?		Strands?
SUBJECT HOURS; DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA			
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		Trade courses
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		
. INTERNAL	YES		
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Departmental Policy Statement
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS	YES		Trade teachers for technical subjects
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

TAFE IN SOUTH AUSTRALIA

CASE STUDIES

- . CERTIFICATE IN GEOLOGY
- . AUTOMOTIVE MECHANIC BASIC TRADE COURSE
- . COMMERCIAL CERTIFICATE

1104

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: Certificate Course in
Geology

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 1

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	The State Department of Mines and Energy, by directly contacting EO of Curriculum Branch who had interest in the study area.	Staff of Department of Mines and Energy could only train by correspondence - Queensland. SAIT had developed a certificate course for geology lab. technician but course not started due to lack of funds.
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	The contact could have been formally made by a written request to DGFE.	This is sometimes used.
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	Various: formal requests from Gov't., private organisations - students - other educational institutions both internal and external to Dpt. - private individuals	
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A:	This was a new initiative.	
	. MAJOR REVIEW	Reviews of existing courses may be articulated by colleges, external groups, programme committees.	
	. A REVISION OF PART	Minor modification to existing courses is considered running maintenance in colleges.	
	. MINOR MODIFICATION?		
	1. BY PERSONAL CONTACTS?	By telephone in the first instance. Spokesperson for Dpt. Mines and Energy contacted EO, Curriculum Dev. Branch: an exploratory feeler.	
	2. LETTER? TELEPHONE?		
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE?		
	. H.O.	Head Office, Curriculum Development Branch.	Department to department information seeking.
	. COLLEGE		
	. SCHOOL		
	. SECTION		

1105

1106

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	Because the perceived user of proposed course would be a Gov't. technical officer the Public Service Board was chosen as the catalyst for bringing the relevant groups together.	Public Service Board is central to all other State Gov't. Departments for qualifications and conditions of employment.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	None: EO actively engaged with the discussions between relevant Gov't. Dpts. and PSB.	
3. INVESTIGATION OF THE DEMAND.	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. _____ . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C "	The investigation took the form of general discussion between representatives of PSB, Mines and Energy, Lands and E&WS with EO of CDB.	All these departments seen to be existing or potential employers of technician level persons in geologically related areas.
	2. HOW IS THE NEED APPRAISED? _____ . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. _____ . WHAT KIND OF CHECKLIST IS USED? _____ . URGENCY OF THE NEED _____ . PRIORITY " " " _____ . RESOURCES REQUIRED TO MEET NEED.	By discussion - all relevant groups. No. No written check list. Dpt. of Mines and Energy pressing their need for training.	Minerals development has high Gov't. support.
	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION.	Demand for the course discussed at same time as the need was investigated.	Mainly the number of technical officers engaged in geological area of the SA Govt. Dpt. of Mines and Energy.
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. _____ . ~~COLLEGE~~ . ~~SCHOOL~~ . ~~SECTION~~	Education officer, Curriculum Development Branch, discussed student numbers with representatives of the Mines and Energy, Engineering and Water Supply, and Lands Dpts. at the Public Service Board organised meetings of relevant parties including SATT, Mines and Energy Dpt. figures accepted.	From the outset it was evident that the Mines and Energy Dpt. would be the main client group and that the numbers would be small.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND • OCCUPATIONAL SURVEY.	By assessing the Public Service Board's listed job descriptions for technical assistants in geologically oriented occupations - no structured survey.	PSB's official job descriptions for ordering technical assistants grades is a form of occupational analysis.
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	No applied research methodology. Stated numbers accepted.	SEE ABOVE.
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. WHO MAKES THE DECISION TO PROCEED? • C.D. BRANCH - WHAT LEVEL OF STATUS. • DIRECTOR OR SIMILAR RANKED PERSON. • COLLEGE.	In this instance there was an agreement of the PSB and Mines and Energy that further development take place with the concurrence of CDB of DFE and SAIT. That a working party be set up under the authority of the Director-General of Further Education and the Director of the SAIT.	The SAIT already in this area of study at tertiary level and have a dormant Assoc. Dip. course in geology.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	Certificate courses at middle level clearly in line with TAFE educational philosophy on vocational education.	
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	A file of correspondence covering background of proposal as covered at exploratory discussions and the concept of a joint approach by DFE and SAIT.	The proposal was of a special character.
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? • TAUGHT ELSEWHERE. • COST. • OTHER.	Mines and Energy Dpt. concerned that the only alternative training at the time was by correspondence.	It was rationalised that because of the small number of students involved from Mines and Energy the course would be structured to take advantage of relevant existing subjects in the DFE and SAIT. It was planned that the course should have flexibility to include, when required, students from the other relevant Govt. Dpts. e.g. hydrology students from the ELWS Dpt.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	In this instance the Superintendent of the Curriculum Development Branch acting on the authority of DGFE.	At this stage of evolution in DFE curriculum development the curriculum was embryonic and no DFE committee existed in this study area.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	A brief outline of the proposed course - a structure only.	
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	The original syllabus group comprised: EO of CDB of DFE, Head of the Applied Geology School - SAIT, Asst. Director, Mines and Energy, Senior Hydrologist, EDWS, lecturers in surveying at O'Halloran Hill College of FE and head.	All relevant parties.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	The above group was really a preliminary study area advisory group acting as a programme committee to design and construct an acceptable course in outline only. A sub-group or syllabus working party formed later to effect syllabus content at subject level.	
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED.	Head Office, DFE - the education officer of CDB.	The EO has professional qualifications in study area and is experienced in curriculum development processes.
		Complete and detailed management plan.	No programme committee existed in this study area.
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	No other.	
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	In this instance the EO. The automatic team leader due to his qualifications and CD experience - also was involved in the proposal from the beginning.	
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	AS ABOVE.	
	3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	The syllabus working party was selected by the heads of school from the SAIT and O'Halloran Hill College plus a rep. from the Dpt. of Mines and Energy.	Relevant subjects in both institutions. 1112

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. _____ . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. _____ . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. _____ 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	No, an ad hoc working party. Yes, field persons (lecturers, S/lecturers). This could also apply. Fully responsible for developing the subject content of syllabus in line with structure. Total - no guidelines other than the course outline. No guidelines.	All persons competent in their study area.
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	The Curriculum Development Branch in association with the Curriculum Committee System of the DFE. The EO conferred with the other service branches as required. The EO is the direct linking person in this instance.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	. Assessments of SAIT earlier course. . " " Canberra TAFE College course. . Existing relevant courses and subjects in DFE e.g. Matric Geology. SEE ABOVE, CD process No. 3 Q2, and CD process No. 5, Q3. No. No. SEE ABOVE, CD process No. 9.	The overlying strategy was to utilise as many existing subjects as possible without affecting the general aim of course proposal.
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Certificate, middle level. Technical assistants in Dpt. of Mines and Industry with the capacity and structure to include technical assistants in other Govt. Departments in related study areas, e.g. E&WS Dpt., Lands Dpt. Also cadets in private industry. Year 11 recommended.	TAFE charter. Mines and Energy very positive as to their commitment. Other Govt. Dpts. decided to wait and watch developments.

1115

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	. Middle level certificate. . Internal accreditation: Director-General of Further Education and Director of SAIT. . Later to be submitted to TEASA for confirmation.	DFE and SAIT accreditation mechanisms. TEASA delegates accrediting authority to DGFE for TAFE courses except TAFEC Stream 1. Technical assistants subject to Public Service conditions of work.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	Strongly influenced by Public Service Board's official job description of geology technical assistant in Govt. Departments.	
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	The over-riding concept was the joint approach by DFE and SAIT and the agreement to use existing subjects which were seen to be relevant to job description.	
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	. Relevancy to tasks of job description. . To take note of the needs of persons who may have started a higher level associated course and discontinued study at higher level.	
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Subject based - terminal blocks.	
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	From the experience of the working party members who are close to the industry. In continuing communication with industrial persons supervising the work of technical assistants in geology related areas.	
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	While the proposed course was to be offered by open access, the intention was to attract the persons in employment in the study area.	
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	To become a competent generalist at technician level. To be able to undertake basic geological duties in the field, office and laboratory.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? • WHAT WAS THE NATURE OF THE ASSESSMENT? • WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? • WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? • WHAT WAS THE NATURE OF EACH STATEMENT?	Continuing assessment - a combination of assessment types, dependent on nature of subject - strong emphasis on field project. Later stages of course examined by SAIT. SEE ABOVE. A written statement on course validation. No. Generally agreed that both institutions (DFE and SAIT) would be able to implement course with existing resources. No statement. No statements.	
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The syllabus document was sent to Govt. Departments, private organisations, professional associations for their general information and comment before submission of proposal for final approval.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION _____ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, _____ ORGANISATION OF THE COURSE. _____ ASSESSMENT PROCEDURES AND QUALITY CONTROL. _____ TEXTS AND REFERENCES. _____ LEARNING METHODOLOGY. _____	Sketch of background in the covering letters. Yes. Yes. Yes. Yes (mainly assessment). Yes. No.	Sufficient information for a meaningful appraisal. These groups/persons do not wish to be acquainted with detailed history of project.
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY? 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	The Director-General of Further Education and the Director of SAIT (Accreditation Panel). The final curriculum document in accordance with CDB guidelines - much more detailed background information. See attached check list.	Has the delegated powers of course accreditation in TAFE. To allow the DGFE to have all relevant information to make a judgement in view of total TAFE commitment.

1121

1122

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(s). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	. Mainly assessment statements. . A reference to validation. See CD process No. 10, Q12. Assessment mandatory. No.	

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

SOUTH AUSTRALIAN DEPT.
TAFE AUTHORITY: OF FURTHER EDUCATION

CHECK LIST

TAFEC STREAM : 2
FIELD OF STUDY: 1

CERTIFICATE COURSE IN GEOLOGY

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION		NO	No structured survey
. DEMAND DATA, e.g. ANALYSIS		NO	As above
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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1126

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM	YES		
TAFEC FIELD OF STUDY	YES		
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Break down where applicable
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA			
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		Both
. INTERNAL . EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS	YES		
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW	YES		Validation in 5 years
QUALITY CONTROL PROCEDURE	YES		Assessment
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS	YES		
SUPPORT STAFF			Educational staff only
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: Automotive Mechanic Basic
Trade Course

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 3

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	College initiated - lecturers concerned formed an automotive liaison group. Informal discussion with industry feedback reinforced need for review. Formalised - invited reps. from Curriculum Branch to meetings.	Automotive Engineering School at Croydon Park largest auto. school in State.
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	It was at the time. Committee structure of DFE Curriculum Branch being formed at the time.	It was normal for CD activity to emanate from colleges.
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	The recognition could have come from CD Branch, direct to college from industry, individual firms or persons.	
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A:		
	. MAJOR REVIEW	The project was a major review.	
	. A REVISION OF PART	Minor course alteration considered course maintenance and would be college centred.	
	. MINOR MODIFICATION?		
	1. BY PERSONAL CONTACTS?	. In the first instance by discussion.	In SA the Research Branch is separate from Curriculum Branch even through Applied Educational Research relates to CD.
	2. LETTER? TELEPHONE?	. Later a formal written request to Supt. Research Branch for industry survey.	
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE?		
	. H.O.	Superintendent, Research Branch.	AS ABOVE.
	. ~~COLLEGE~~		
	. ~~SCHOOL~~		
	. ~~SECTION~~		

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	Formal request for a structured occupational analysis to Research Branch.	Role of branch - expertise.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. _____ . COLLEGE - PRINCIPAL DIRECTED _____ . SCHOOL - " " _____ . SECTION - PERSON I/C " " 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED _____ . PRIORITY " " " _____ . RESOURCES REQUIRED TO MEET NEED. _____	Informally checked by Supt. Research being invited to attend college lecturers liaison committee - Supt. agreed to investigate. A combined effort: college staff reps. plus a Research Branch EO. Research Branch drew survey instrument. The occupational survey questionnaire posted to auto. organizations with explanatory letter. Telephone contact - interview appointments made - survey team visited individual firms and interviewed using questionnaire for collection of data. EO Research Branch travelled with survey members and acted as research consultant. Fairly high due to raised expectations. Also because of high enrolments. Survey team manpower at this stage.	College agreed to release manpower to assist with industrial survey. A combined team. To allow 'digestion' of request. Face-face structured interviews although expensive to mount are more effective in gaining data. Conversant with research methodology. Release of college lecturers.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	The demand was evident. Auto. trade course draws high enrolment across State. SEE ABOVE.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY.	<i>Enrolments - statistics.</i>	<i>At this stage the now existing Curriculum Committee System was being developed.</i>
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	<i>AS ABOVE.</i>	
	1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE.	<i>In this particular case, and because of the time when the need was articulated, the decision to proceed with the project was given by the Superintendents of the Research and Curriculum Branches.</i>	<i>Evidence that a major review was required.</i>
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	<i>A basic trade, vocational course central to TAFE's educational charter.</i>	
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	. The occupational survey questionnaire. . The Research Branch analysis of data.	<i>Auto. associations involved and were articulating industry's interests, . Automotive Chamber . Royal Auto. Association.</i>
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	<i>A well established basic trade course conducted through seven colleges - high enrolment. Expectations of industry.</i>	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE. 2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE. 3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	Superintendents of Research and Curriculum Development. . Survey questionnaires. . Analysis of data. . Supporting memoranda. AS ABOVE for approval in principle. Submitted by PEO Applied Ed. Research from working groups: lecturers liaison committee and survey sub-group.	At this stage of development within the DFE the course approval procedures through the CD Branch committee system were at the exploratory stage.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM. 2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED. 3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	The Automotive Programme Committee (in its infancy) set up a working party and gave it working guidelines for the management of the syllabus development. Principals of colleges gave consent for release of lecturers. An overview - broad guidelines. The programme committee is a "creature" of the Curriculum Branch.	Curriculum development procedures evolving. Programme committee not operating at time of initial survey.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER. 2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER. 3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	Currently the programme committee, but in this instance the working party elected its own chairman. Leadership qualities, motivation, expertise, availability, involvement in initial survey. In this case the Head of School.	Most conversant with the whole range of activities associated with the proposal. Working party from school lecturing staff.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	The working party (syllabus) comprised: one person from programme committee (industry person), five from college. To write up syllabus using the content of existing course plus data from survey analysis - in behavioural terms. Powers within the guidelines set down by the programme committee. Guidelines according to Curric. Branch document on curriculum development.	Considered a reasonable mix. Task oriented objectives expressed in behavioural terms followed a trend. WP had power to second.
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	The DFE Curriculum Branch, which is administered by the Director of Educational Services through the Superintendent of the Branch. Formal, between directors and superintendents, informal between PCOs and EO's, i.e. peers. The programme committees are usually chaired by a PEO or EO of the Curriculum Branch.	Organisational - structural. Working communication.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY (IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETRIEVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	The Curriculum Branch provided a number of acceptable alternative course formats to working party and a consultant service. Industry associations, employer organizations, individual auto. firms, individual persons, but mainly through RAA and Automotive Chamber. No retrieval. Research Branch did lib. search. Research Branch designed an occupation subject topics schedule and drew up performance statements in objective terms.	For information on survey design.
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) _____ . OCCUPATION _____ . EMPLOYERS _____ . STUDENTS - ENTRY LEVEL _____	Basic trade certificate. Automotive industry. Automotive mechanic. Automotive firms - suppliers - garages. Open access - left to employer - generally Year 10 minimum.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED. 4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES. 5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER. 6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT? 7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION. 8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED. 9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS. 10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	The Director-General of Further Education and Apprenticeship Commission. The job specification derived from the occupational topics based on tasks from which the performance statements were written in student/task behavioural terms. From the analysis of the occupational survey which indicated the order in which occupational tasks occurred in the occupation within the automotive industry. Mainly from the Research Branch's written performance statements. Initially subject oriented as in existing course but later became modified modular due to the programme committee accepting the occupational topics established by Research Branch. Skill performance statements and by modifying content of existing course. By constant reference to job profile established from survey data. Open access to apprentice courses by indentured persons, but basic numeracy and literacy skills expected. As for course - SEE ABOVE. Mainly through the behaviourally based terminal objectives of a network of occupational topics - from the list of performance statements.	Main thrust of course was to assist the apprentice to become effective in the workplace, especially in practical application of knowledge and skills. Relevant to workplace. Student/task centred. The recommendation of the syllabus working party - representing the colleges involved with automotive training. AS ABOVE. Colleges do offer remedial voluntary evening classes.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	Related to subject topics objectives - continuing in nature - written work, class work, formal and informal testing, practical tests, assignments. No quality control statements as such, other than assessment. However para. 11 of preamble to syllabus document has statements on the role of the programme committee in maintaining course standards and recommending major reviews. Yes. Material resources such as: tools, plant, and equipment. Teaching methodological guidelines implicit in how course should be organised and presented - written in syllabus document. . No special staffing reference. . " " accommodation reference. (later, programme of work supplied suggesting learning aids.)	To cover the wide network of subject topics within the syllabus. The VFE does not have an official written or other mechanism for major reviews of courses. Currently this is being explored by the PEO's of Applied Ed. Research and Curriculum - a proposal is being prepared. Information for approving decision maker.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	. Programme committee - strongly industrial. . Trade advisory committee of Apprenticeship Commission. . The Superintendent of Curriculum Branch.	All 'watch dogs' of industrial and departmental procedures and standards - relevancy etc. (Currently the proposal would also go to the Tech. Studies Major Committee.)

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION _____ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, _____ ORGANISATION OF THE COURSE. _____ ASSESSMENT PROCEDURES AND QUALITY CONTROL. _____ TEXTS AND REFERENCES. _____ LEARNING METHODOLOGY. _____	No - these groups mainly concerned with the syllabus document. Yes - implicit in title. Yes - structure of course. Yes - covered in presentation. Yes - but in assessment only. Yes - listed in syllabus document. Yes - " " " "	Allows endorsing groups sufficient data upon which a meaningful appraisal may be made.
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	The Director-General of FE through the Supt. Curriculum Branch via departmental line management i.e. the Director of Educational Services - Deputy Director-General (Operations) - DGFE (since this CD the position of Director of Operations has been filled and it would be involved) The final submission for approval was a complete curriculum document which included background information, e.g. survey detail and research analyses. See attached check list.	The DGFE is the official approving person for TAFE trade courses. Middle level certificate (assoc. diploma?) type courses while approved by DGFE will be accredited by the SA Tertiary Education Authority - TEASA. To allow a full examination of all relevant data in order to make a decision in light of total TAFE commitment.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	<i>Assessment only, except for a general statement on the expected functioning of programme committee.</i> SEE ABOVE CD process No. 10, Q12. <i>Assessment mandatory.</i> <i>This applies mainly to an instructional systems approach not applied in this case.</i>	

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: SOUTH AUSTRALIAN DEPT.
OF FURTHER EDUCATION

CHECK LIST

TAFEC STREAM : 3
FIELD OF STUDY: 5

AUTOMOTIVE MECHANIC BASIC TRADE
CERTIFICATE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		In the full curriculum document
. DEMAND DATA, e.g. ANALYSIS	YES		As above
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		General course aim syllabus document
COURSE OBJECTIVES		NO	Subject only
CLASSIFICATION OF AWARD	YES		In title
REASON FOR CLASSIFICATION		NO	Implicit in title
EMPLOYMENT STATEMENT		NO	Self evidence
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		Programme committee and working party
CURRICULUM DEVELOPMENT PROCESSES USED	?		Details of initial survey
RECOMMENDATIONS AND ENDORSEMENTS	YES		Introduction, curriculum document
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		As above
DATE PROPOSED FOR ACCREDITATION	YES		DGFE and Apprentice Commission
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		General course aim and subject topic objective
STUDENT ENTRY	YES		Indenture

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY			Apprentice course P/T
TAFEC STREAM			
TAFEC FIELD OF STUDY			
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS		NO	No stages - subject topics in column form
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Total hours for subjects
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		Each subject lists an aim and topic terminal objectives as student outcomes
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	Not for individual subjects
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		Suggested references in syllabus document
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		Material resources
ATTENDANCE DATA	YES		Referred to in syllabus document.
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		Introduction section of curriculum document
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	Phasing out of old course
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS	YES		Colleges listed
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	No formalised review policy
QUALITY CONTROL PROCEDURE	YES		Assessment
STAFFING REQUIREMENTS		NO	Existing staff
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF			
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		Included in resources listed

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: Commercial Certificate

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 4

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION? 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	A consensus view among college lecturers in this study area was that shorthand should be an optional subject. An official request for a major review of existing course was submitted by a senior lecturer in a college. Yes, this is usual. . The current structure would probably make use of a standing programme committee. . May follow assessment procedure. . " " information on attrition rate. This is a major review of an existing course. The approach would be different if a new course was being contemplated. . An informal sounding out. . Followed by a formal written request. Initially a college contact with the industry. Followed by a college request to Curric. Dev. Branch.	The advance in office technology e.g. audio-typing - use of dictaphones, reduced the need for shorthand. Persons from previous course were not finishing shorthand component and being employed. Would probably call for occupational survey.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	The formal request to CDB caused the establishment of a working party.	On today's curriculum development structure the programme committee would set up the working party.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	The working party considered input by college lecturer and some informal checking was carried out.	
	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY:	The working party was a combination of reps. from colleges offering the study and the Curric. Dev. Branch PEO of Business Studies.	Best mix of study area knowledge and skills with know-how in curriculum development procedures.
	. H.O. _____ . COLLEGE - PRINCIPAL DIRECTED _____ . SCHOOL - " " _____ . SECTION - PERSON I/C " _____		
	2. HOW IS THE NEED APPRAISED?	. Working party analysed advertisements for jobs in the study area and noted details of job specifications. . Elizabeth CC surveyed their region by visitation using a check list. . Analysis of frequency and type of job advertisement. . Appraisal of recent enrolment figures.	The secretarial market demand.
	. INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.		
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND?	HO - Superintendent of the Curriculum Development Branch.	HO structure and admin. organisation.
	H.O. - COLLEGE - SCHOOL - SECTION.		
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL?		
	. H.O. _____ . COLLEGE _____ . SCHOOL _____ . SECTION _____	The newspaper job analysis exercise by members of working party (HO + college).	Considered effective and less costly when compared with structured occupational surveys.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	Superintendent of Curriculum Development Branch.	Structural - organisational.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	A brief outline of proposed review of existing course.	Decision-making information.
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	The CDB Bus. Studies PEO who was chairman of ad hoc working party. Working party members: reps. from teaching staffs of several colleges. Supt. CDB has a watching brief.	A proper mix of experience.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	Head office level: the PEO Bus. Studies, Curriculum Dev. Branch acts as middle level manager in the capacity of working party chairman - PEO - CDB plans the management of the project.	PEO's particular role in the CDB at the time. This freed subject area experts to concentrate on subject content.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED.	Full management.	
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	No other branch involved.	
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	Supt. CDB. In this case the appointment of CDB PEO Bus. Studies as leader of WP was automatic.	To control the CD processes. SEE ABOVE.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	Expertise in curriculum development processes and background in business studies.	A co-ordinating role in the CDB.
	3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	The CDB PEO in consultation with the senior lecturers in the study area.	Project manager.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	A mix of HO and college. An ad hoc working party. To fully develop a major review proposal. To design an acceptable course format. PEO, as project manager gave guidelines.	Effectiveness. Powers delegated by CDB Supt. AS ABOVE. Oversighting role.
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	The Curriculum Development Branch of DFE. The CDB is linked to the Research and Operations Branches in the curriculum development of courses. The PEO is the link between WP and Supt. CDB.	Structural. Administrative effectiveness (branches are separate entities). HO - field link.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	To approach the major review unblinkered i.e. a new look in light of perceived need. A wide range - a cross-section of the business studies area - prof. assoc. - ~~firms - Govt. dpts., strong liaison with~~ IPISA. No retrieval - but did appraise relevant courses from interstate and overseas sources. No library search.	Employers and employees. Inst. of Private Secretaries. The current 'state of the art'.
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Middle level certificate. Typists, clerks, office ass'ts., receptionists, stenographers. Year 11 recommended.	The minimum level of gen. education considered necessary to cope with course.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Director-General of Further Education.	
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	- A course leading to the acquisition of knowledge and skills to become competent in the tasks associated with the above occupations. - To assist in becoming more employable in area.	Competency oriented.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	- The sequence of the study programme designed to allow an acquisition of skills to cope with the order of occupational tasks in the office. - Also a check on the type of work students who left the previous course were undertaking.	Early usefulness.
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	The requirements of the job specifications listed in advertisements and from discussion with advisor groups.	The nature and frequency of tasks.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	A combination subject/module.	Relevancy of course to employers.
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	The existing course content plus the inputs influenced by occupational perceived needs following WP investigation.	Governed by nature of study and the course structure.
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	- No pre-requisites. - No bridging subjects.	
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Mastery of occupational tasks in measurable terms e.g. 35 wpm at 98% accuracy.	Competency based.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	A combination of types - mainly continuing assessment according to nature of subject.	
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?	AS ABOVE - college based. . An assessment moderation scheme. . Assessment instruments centrally designed and prepared - college based mainly applying to typing and shorthand subjects.	Consistency in maintenance of course standards.
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	Yes. Human and material.	To cater for extension of programme to a new college.
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	. No learning statements in syllabus document. . Statement on additional equipment. . Statement on new accommodation. . Statement on material resources required in the new location.	(However, after final approval a staff development programme was conducted and concentrated on teaching methods applicable to this course.)
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	. Institute of Private Secretaries, IPSA. . Government departments.	Standards - status. Employer reaction.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION _____ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, _____ ORGANISATION OF THE COURSE. _____ ASSESSMENT PROCEDURES AND QUALITY CONTROL. _____ TEXTS AND REFERENCES. _____ LEARNING METHODOLOGY. _____	<i>All stated in syllabus document.</i> <i>No statements.</i>	
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(s) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	<i>Director-General of Further Education, Dpt. FE, SA.</i> <i>Same document.</i> <i>See attached check list.</i>	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS. 1172	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	<i>See curriculum development process No. 10 Question No. 13.</i> SEE ABOVE. <i>Mandatory.</i> <i>PEO as chairman of working party ensured back checks on CD processes.</i> 1173	

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: SOUTH AUSTRALIAN DEPT.
OF FURTHER EDUCATION

CHECK LIST

TAFEC STREAM : 2
FIELD OF STUDY: 4

COMMERCIAL CERTIFICATE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY		NO	

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY	YES		
TAFEC STREAM	YES		
TAFEC FIELD OF STUDY	YES		
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA		NO	
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL	YES		
. EXTERNAL	YES		
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS	YES		
CURRICULUM RESOURCES NEEDS	YES		
FUTURE CURRICULUM REVIEW	YES		
QUALITY CONTROL PROCEDURE	YES		
STAFFING REQUIREMENTS	YES		
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE	YES		

TAFE IN TASMANIA

CASE STUDY

. FARMING APPRENTICESHIP COURSE

EDUCATION DEPARTMENT OF TASMANIA
FURTHER EDUCATION DIVISION

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: FARMING APPRENTICESHIP
COURSE

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 3

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION? 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	Tasmanian Farmers' Federation applied to Tasmanian Apprenticeship Commission for the declaration of a trade in farming. The Apprenticeship Commission assented in and in turn requested Further Education Division to carry out course design. Generally the case. A direct and formal approach is often made through the Further Education Council, college councils, state advisory committees, individuals. Review of existing courses would be part of the role of the particular state advisory committee. Several modes of communication ranging from informal discussions to formal written request. NO Further Education Division	The Tasmanian Farmers' Assoc. is the main rural based group articulating the needs and general interests of farmers. Have a wide view of their particular interest area. TAFE serves a wide range of client groups, particularly in vocational TAFE. This course was a new initiative - a strong input from an employing group. The establishment of paths of communication. The direct link between Apprenticeship Commission and education authority for trade education/training.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED. 3. INVESTIGATION OF THE DEMAND.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR. 2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C " 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED. 1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL?	<i>Considered self evident by all parties therefore no formal divisional survey required to check need.</i> See above. See above. Further Education Division estimated demand.	<i>Structured surveys of client areas not often required.</i> See above. See above. Some thirty-five prospective apprentices were named by employers.
	. H.O. . COLLEGE . SCHOOL . SECTION	<i>At this stage the state co-ordinator for horticulture was carrying out unstructured discussions with all interested parties on a state wide basis.</i>	<i>The state course co-ordinator as the title suggests is the central figure in the planning, management, design and curriculum development of TAFE programmes in Tasmania.</i>

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY.	As above	See above
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	Informal, as above.	See above
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE.	A state advisory standing committee was established by the Further Education Division in conjunction with the Tasmanian Apprenticeship Commission. Given the power and responsibility to oversight the planning, management, design and CD of course.	State advisory committees form the lynchpin of TAFE curriculum development in Tasmania.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	Apprenticeship training is well within the charter of TAFE.	Historically the base for most vocational educational programmes.
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	A syllabus sub-group of state advisory committee drawing up proposed course structure and general outline.	Exploratory stage.
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	High priority because of the expressed need and the assurance that a full class was waiting to start. The course was a new initiative for Tasmania.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE. 2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE. 3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	This process was subsumed in the above. As above CD4, Q.3 State course co-ordinator and a syllabus sub-group of state advisory standing committee.	
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM. 2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED. 3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	In the main by the course co-ordinator who was also the executive officer of the state advisory committee for the course. Course co-ordinator takes the responsibility for the total management of the project. No other.	Course co-ordinator becomes the executive officer by divisional policy. The organisation and administration of curriculum development through the Education Department's structure allows for a wide range of duties and responsibilities for state course co-ordinators. Course state co-ordinator communicates directly to divisional decision makers including HO staff and college principals.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER. 2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER. 3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	The policy of the division is leave the chairmanship of the course advisory committee to the committee itself. But CD team leader is always state course co-ordinator. Not applicable because of system.	The role of advisory committee is to be responsible for the course. State co-ordinator may be chairman. Co-ordinator is by his appointment the area or subject expert and one who has curriculum development experience.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP.	See above.	
	. H.O. PERMANENT COMMITTEE.		
	. SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL.		
	. A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.		
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	Total	
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	State course co-ordinating person acting as executive officer of state advisory committee works closely with committee and the syllabus sub-group and has a high level of decision making power.	Divisional organisation.
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?		
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	The Services Division of the Tasmanian Education Dept. is responsible for the Curriculum Branch which incorporates curriculum development of TAFE through further education director.	There is no separate and independent TAFE authority as such in Tasmania.
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	Curriculum Branch through Services Division is linked to all other directorates of the Education Department.	Administrative and organisational structure of Education Department.
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	State course co-ordinator is the formal link between the standing advisory committee for the study area and Curriculum Branch.	Organisational.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE.	In the early stages of course exploration a staff member of the Tasmanian Agriculture Dept. conducted a search of Australian states and NZ, as did one officer of TAFE.	To obtain the broadest survey of existing courses. But concentrated on Victoria and NZ
	2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE.	Farmer associations, unions and Agriculture Department representatives.	Because these persons are the employers.
	3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET.	No	Sufficient information gathered by correspondence.
	4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN.	Yes.	
	5. WHAT DESIGN METHODOLOGY WAS USED?	Planned to offer the course in a modular presentation.	
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE.	Trade apprenticeship.	
	2. WHAT WERE THE PERCEIVED TARGET GROUPINGS		Tasmania's economy has a strong rural base.
	. INDUSTRY (OR CLUSTER) _____	The general farming industry which comprises a number of rural enterprises on strands.	
	. OCCUPATION _____		
	. EMPLOYERS _____		
	. STUDENTS - ENTRY LEVEL _____	Year 10.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED. 4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES. 5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER. 6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT? 7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION. 8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED. 9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS. 10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Trade award Apprenticeship Commission To enable young persons exiting from the course to be efficient, adaptable and highly diversified members of the farm force. The course was designed so that the structure would allow knowledge and skills to be attained in a sequence most meaningful to occupational tasks on the average farm. From a selection of other farm courses in other states (Victoria-NZ) and from inputs of farmers in Tasmania. A combination of modules and subjects some units designed for three weeks and the subjects designed to cover one year. Course content was planned on the basis that the farming industry is made up of a number of strands or streams. The course is arranged so that each student will experience a basic knowledge and skill core and then select on need. Entry requirements calls for at least year 9 passes in Mathematics, Science and English. However, all accepted students currently are at year 10 standard. Occupational tasks. All subjects prefaced with general aim and there are topic objectives in each module, unit, or subject.	Declared trade under the powers of the Apprentices Act. Many apprentices, but not all, are family members of farm owners. The basic skill acquisition early in the course allows students to quickly appreciate the relevance of course content and makes higher levels of interest and motivation. Relevance of course content to the real occupational tasks. Due to the nature of the particular study area, which is presented as study streams. Because of the wide spread of rural activities a high level of selection is paramount. To cope with the course content especially the science and technology strands. The emphasis is on student skill performance. Hence expression of topic objectives in behavioural terms based on immediate and direct farm needs.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	Mainly planned as continuing assessment but not written into syllabus document.	The state co-ordinator is in direct contact with lecturers of course and state advisory committee.
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?	Continuing assessment, course major and minor assignments, assessed practical.	Emphasis on practical skill performance.
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	Not in the syllabus document.	Syllabus document prepared with a strong collaboration with the Tasmanian Department of Agriculture, and the interim State Advisory Committee.
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	Not in the syllabus document.	See above.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The State Course Advisory Committee having wide rural representation gave the course a continuing endorsement during developmental stages. The Director of Further Education provided ultimate approval.	Farming and other rural groups and associations which did not have direct representation did view the syllabus document.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. TEXTS AND REFERENCES. LEARNING METHODOLOGY.	<i>The syllabus document as such did not contain any statements on the items listed.</i> <i>Statements on these information items which are directly relevant to the Education authority appear in follow up procedures.</i>	
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	<i>Director of further education after final curriculum documentation is prepared by the advisory committee executive officer who is the state co-ordinator for the study area.</i> <i>Somewhat more detailed in that the prepared syllabus was backed up by explanatory information.</i> <i>See attached check list.</i>	<i>Further education divisional organisation and procedure.</i> <i>As above.</i>

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(s). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	No No written statements on assessment in syllabus document, but statement written in course brochure. No written statements on quality control as such but role of state advisory committee is to ensure maintenance of course standards.	The original syllabus document strongly influenced by Dept. of Agriculture whose main interest was in syllabus content. Further educational divisional organisation and Education Dept's. policy on curriculum matters.

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

EDUCATION DEPT. TASMANIA
TAFE AUTHORITY: FURTHER EDUCATION DIV.

CHECK LIST

FARMING APPRENTICESHIP COURSE.

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS			
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		Because the course is modular, each module has a general aim and each subject topic an objective.
COURSE AIMS			
COURSE OBJECTIVES			
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS		NO	
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		See above.
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS		NO	Modular
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Module
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES			Subject topic objectives
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL		NO	
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

TAFE IN VICTORIACASE STUDIES

- . CARPENTRY AND JOINERY APPRENTICE COURSE
- . CERTIFICATE IN QUARRYING
- . CERTIFICATE IN FARMING
- . PLUMBING AND GAS FITTING APPRENTICE COURSE
- . LPG TUNING AND MAINTENANCE MECHANIC (POST TRADE)
- . PRODUCTION TECHNICIAN CERTIFICATE
- . FURTHER CERTIFICATE IN MANAGEMENT

VICTORIAN TAFE

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

PROGRAMME: Carpentry & Joinery Apprentice
Course

T.A.F.E.C. STREAM:

NEW

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	From a TAFE teacher who gathered industrial support through Housing Industrial Association and Master Builders Association. The first step is the formulation of a project brief to TAFE SERVICES. In this particular case a five state occupational analysis was carried out which became a national project with all states contributing to the national analysis. Victorian study was done in greater detail than the other TAFE authorities.	Initiative of a teacher and standing committee member due to attending an early seminar (1979) on the instructional systems model approach to curriculum development. There was total support from field supervisor and standing committee for this national approach.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	The standing committee (CD Committee) formalises a curriculum proposal (brief) and contracts TAFE services to carry out project. Standing committee/Priorities Review Committee of the Technical Schools Division. Need was ascertained by the reaction of: Master Builders Association, Trade Unions and Housing Industry Association to the review proposal.	Required staff is seconded from Technical Schools Division to carry out project. Client groupings.

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3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?	Technical Schools Division, followed by the standing committee.	Procedural.
	2. WHO INVESTIGATES THE DEMAND? _____ . MEMBER OF MEMBERS OF COMMITTEE. . A COLLEGE PERSON(S) . OTHER. _____	TAFE Services investigated demand with the help of officers from the Technical Schools Division and the Industrial Training Commission.	As above.
	3. WHAT METHOD IS USED TO APPRAISE DEMAND?	Informal discussion with industrial groups, Trade Unions and TAFE teachers of study area.	Considered accurate enough.
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	No formal verification.	
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED? . POWER TO MAKE DECISION. . RECOMMEND ONLY AND TO WHOM. . WHO MAKES THE DECISION.	Standing committee's recommendation - which is ratified by Technical Schools Division, which commissioned TAFE Services to carry out the project. Ultimate approval is in the hands of the Trade Committee of the Industrial Training Commission.	
	2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?	The drawing up of a project brief - done in consultation with a project manager from TAFE services.	Procedural.
	3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?		

	4. ARE OTHER GROUPS INVOLVED, NAME?	NIL.	
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE?	TAFE Priorities Review Committee of the Technical Schools Division has the ultimate say, although the absolute authority is the Trade Committee.	Procedural.
	2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE?	Executive officer reports back to standing committee via field supervisor.	Procedural.
	3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE?	A project brief including: objectives, rationale, staffing, costs and strategies.	Procedural.
	4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.	After approval by the Priorities Review Committee, the project can commence. The Technical Schools Division is then approached for the release of appropri- ate staff to carry out the curriculum development of the course proposal, in conjunction with curriculum staff from TAFE SERVICES.	Procedural.
6. PLANNING THE MANAGEMENT APPROACH.	1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP? . TAKE FULL RESPONSIBILITY.	Normally an advisory committee is formed, but was not done in this case.	

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER. 2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION? 3. WHO SELECTS REMAINDER OF C.D. TEAM? . THE TEAM LEADER. . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE. . OTHER 4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE? 5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED? . STATE WIDE. _____ . SEVERAL COLLEGES.	<i>The project manager is appointed by TAFE services.</i> NIL RESPONSE. <i>TAFE services and Technical Schools Division in consultation - obtain the appropriate subject experts.</i> <i>Directly responsible to project manager of TAFE Services who in turn is responsible to the client - the Standing Committee.</i> <i>State-wide college personnel and TAFE services staff.</i>	<i>Procedural.</i> <i>As above.</i>
8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.	1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.? . ONE C.D. COMMITTEE TO SERVE ALL C.D. . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA. . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?	<i>The standing committee is established for all fields (study areas). They are responsible for all course development, but the committees commission TAFE services to carry out the project.</i>	<i>TAFE services is in effect the Curriculum Development Branch for TAFE.</i>

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

Nominations are usually made by field supervisor to director, therefore head office, college and industrial representatives are involved. The Director of Technical Schools Division invites members to join committees.

50% of Standing Committee representation must be industrial.

1. WHAT ARE THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE(S) RESPONSIBILITIES FOR THE DESIGN OF THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDELINES FROM ANOTHER GROUP.

Standing committee takes full responsibility.

TAFE services through project manager sets course direction, working party carries out curriculum development of proposal.

2. IF THE H.O. PERMANENT C.D. COMMITTEE WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS WERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

TAFE services consulted Master Builders Association, Housing Industry Association and unions to obtain a list of appropriate employers. These associations also assisted with the mailing of questionnaires - a method of clustered sampling was used.

*The industry proved to be very diverse and widespread following the full occupational analysis.

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10. SYLLABUS DESIGN

- | | |
|--|--|
| <p>1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:</p> <p>. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE? _____</p> <p>. WHAT WAS THE PERCEIVED TARGET GROUPING: _____</p> <p>. INDUSTRY (OR CLUSTER) _____</p> <p>. OCCUPATION _____</p> <p>. EMPLOYERS _____</p> <p>. STUDENTS (ENTRY LEVEL) _____</p> | <p>TAFE services.</p> <p>Trade training.</p> <p>First year Carpentry and Joinery apprentices.</p> <p>C & J occupation was found to be consisting of five streams: shop fitters, stair builders, joiners, industrial, domestic.</p> <p>Minimum Year 10.</p> |
| <p>2. WAS THE SYLLABUS DESIGNED FOR</p> <p>. ~~FULL TIME STUDENTS?~~ _____</p> <p>. PART TIME STUDENTS? _____</p> | <p>Part time.</p> |
| <p>3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?</p> | <p>Full apprenticeship.</p> |
| <p>4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?</p> | <p>Industrial Training Commission.</p> |
| <p>5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?</p> | <p>Course aims and objectives derived from the training needs identified from survey (occupational analysis).</p> |
| <p>6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?</p> | <p>Student age (e.g. use of power tools), the appropriate sequence in building construction, the applicability to a live work situation.</p> |

This process meshes with the analysis stage of the instructional systems model approach.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?

From occupational analysis.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Several under consideration: block release - three months intensive training.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

No bridging subjects.

Minimum entry: Year 10.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

The use of MAGER type objectives derived from occupational analysis.

MAGER objectives written using performance, condition and standard are seen as the most appropriate for the type of curriculum development.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Criterion referenced performance tests based on performance objectives - go - no go basis. The course aims at mastery learning.

11. FORMAL ENDORSEMENT
AND APPROVAL
(USE OF DOCUMENTS)

13. WERE ASSESSMENT AND OTHER QUALITY
CONTROL STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY
CONTROL?

*All objectives had matching check
tests.*

*Performance based criterion referenced
tests.*

14. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO
RESOURCES?

- . WHAT RESOURCES WERE COVERED?

*Yes - All units are being developed as
packages enabling teachers to use the
stated resources - teacher package
(book) - student package (book).*

15. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - " "
- . SPECIAL EQUIPMENT - " "
- . SPECIAL ACCOMMODATION- " "

*Written into teacher and student
handbooks on each unit.*

*Equipment written in especially.
Equipment needed for live work
projects.*

1. IN THIS PARTICULAR CASE STUDY WHAT
AUTHORITIES ASSOCIATIONS, EMPLOYER
GROUPS AND OTHERS GAVE ENDORSEMENT?

*Housing Industry Association, Master
Builders Association, and relevant
Trade Unions, Standing Committee and
Trade Committee.*

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD,
LENGTH OF COURSE, FORM OF
PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET).

A full report on the occupational
analysis was presented at the National
Buildings Studies Conference and the
full report was also submitted to the
associations listed above in No. 1.

At this stage of the curriculum
development all relevant groups are
being kept informed of the project's
progress towards finality in 1982.

Full report takes in all these factors.

The final approval documentation
(as above) will be presented to the
Industrial Training Commission through
the Trade Committee.

To the Industrial Training Commission.

The final approval documentation not
yet finalised. Course will be
implemented in 1982.

N.A.

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

*The form of performance based
objective assessment.*

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

*Criterion referenced performance tests
- 'go - no go' basis.*

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

*Mandatory - set objective based
assessment.*

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

*The instructional system model approach
to curriculum development has inbuilt
mechanisms ensuring feedback loops -
evaluation etc.*

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: VICTORIA

CARPENTRY & JOINERY APPRENTICE TRADE COURSE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u> . NEEDS DATA, e.g. NEED INVESTIGATION . DEMAND DATA, e.g. ANALYSIS TYPE OF PROGRAMME ACTIVITY COURSE TITLE COURSE AIMS COURSE OBJECTIVES CLASSIFICATION OF AWARD REASON FOR CLASSIFICATION EMPLOYMENT STATEMENT DESCRIPTION OF ADVISORY BODIES/GROUPS CURRICULUM DEVELOPMENT PROCESSES USED RECOMMENDATIONS AND ENDORSEMENTS HOW COURSE IS TO BE IMPLEMENTED AND LOCATION DATE PROPOSED FOR ACCREDITATION PROPOSED ACCREDITING AUTHORITY <u>SYLLABUS DOCUMENT</u> TITLE OF COURSE LEVEL OF AWARD AIMS AND OBJECTIVES STUDENT ENTRY			THE FINAL APPROVAL DOCUMENTATION FOR THIS COURSE IS NOT DRAWN UP YET BUT WILL BE EFFECTED IN 1981 READY FOR FULL IMPLEMENTATION OF THE COURSE IN 1982.

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS) . FULL TIME . PART TIME STUDY TAFEC STREAM TAFEC FIELD OF STUDY <u>STRUCTURE OF COURSE</u> TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS PRE-REQUISITES FOR SUBJECTS SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC. INDIVIDUAL SUBJECT AIMS AND OBJECTIVES INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC. TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF ATTENDANCE DATA <u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u> STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT			

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS			
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS			
CURRICULUM RESOURCES NEEDS			
FUTURE CURRICULUM REVIEW			
QUALITY CONTROL PROCEDURE			
STAFFING REQUIREMENTS			
STAFF QUALIFICATIONS			
SUPPORT STAFF			
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE			

VICTORIAN TAFEQUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGERT.A.F.E. AUTHORITY:

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

PROGRAMME: (Technician) Certificate
of Technology (Quarrying)
COURSE OFFERED: Box Hill TC Class Contact
RMIT External Studies
Victorian TAFE Off Campus Network
T.A.F.E.C. STREAM: 2 NEW
T.A.F.E.C. FIELD OF STUDY: 5 REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW _____ . A REVISION OF PART _____ . MINOR MODIFICATION? _____ 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . ~~HQ~~ . COLLEGE _____ . ~~SCHOOL~~ . ~~SECTION~~	The Australian Institute of Quarrying (affiliated in GB) saw the need to revamp existing course (Box Hill TC) and to offer it nationally by external studies. Yes. The recognition often comes via the clients of the service. Sometimes the educationists conducting the course recognise the shortcomings of the programme. This is a major review. Minor course maintenance is the responsibility of the college offering the programme. Formally through the TAFE standing committee set up as the 'watch dog' of the study area. The Australian Institute of Quarrying made its formal contact at the college (Box Hill) and division level. Previously the Mining Sub-Committee of Civil Engineering and Mining sought approval of TAFE directors - 1979 conference for the course to be reviewed and be offered in class contact and external modes.	The existing class contact course at Box Hill was not meeting contemporary needs of the industry In all TAFE programmes the educationists maintain a liaison with industry/community. There are standing committees for most study areas with strong representation from the industry. The only location.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR. 2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C " 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	College fully supported the perception of the need by industry association i.e. the need was plain. Informal discussions had been occurring. Head of division in college. The urgency of the institute's request for a major review tended to reinforce the need.	Box Hill the centre of interest. Subject experts close association with industry.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	Head office standing committee of the study area (appointed by Director of Technical Education to advise on the detailed planning and implementation of TAFE courses). The college in consultation with TAFE services section of the Education Dept. Planning Services Directorate appointed a subject specialist as the executive officer of the review project (Box Hill TC).	The standing committee being an industrially based body gave assurance of a strong demand for course. The committee by its constitution has no executive authority. In accordance with organisational structure of Technical Schools Division. The sub-structure of the TAFE Development and Operations Branch is under an assistant director.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY.	No structured survey.	The Technical Schools Division accepts validity of expressed demand.
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	N/A.	
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE.	The Assistant Director of TAFE Development and Operations through the study area standing committee.	Some members of the standing committee were also members of the syllabus sub-committee. The executive officer was subject specialist and the head of school acted in a consultative way giving advice on an acceptable format of the syllabus document. There is no strict syllabus format laid down at present.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	This is a vocational course which lies within the TAFE charter.	Expressed in a number of documents e.g. ACOTAFE report.
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	An outline of proposed reviewed syllabus with content described in broad terms according to proposed behavioural objectives.	To allow a meaningful appraisal of the proposed course by Curriculum Board.
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	There was (is) no conflict with resources, both human and material as the course already existed in the college (unreviewed and Box Hill TC was the only location for its conduct. The priority for the course to proceed was high due to the concern expressed by industry.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	The State Council for Technical Education through its Curriculum Board which communicates through Asst. Director TAFE Curriculum and Standing Committee.	Under the current restructuring to become the TAFE Board. To be designated TAFE Development and Operations under new structure.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	Similar to above: syllabus outline and reasons for major review.	Curriculum Board of State Council for T. Ed. (see above) appraises the course outline and validity of course.
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	The executive officer of the syllabus sub-committee of standing committee, who was the subject expert within the college who prepared proposal submission for approval in principle and was given guidance by head of school on submission procedures.	The executive officer must be skilled in the area of study and be capable of drawing up submission documents.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	Also consulted with head of study area who is a head office person responsible to the Director of Technical Education for the curriculum matters of a cluster of closely related study areas. The head of study area is responsible to a field supervisor.	The positions of field supervisor and head of study area are in accordance with recent restructuring of the operation of the Technical Schools Division of the Victorian Education Department.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. - OVERVIEW; - DETAILED.	The executive officer of the syllabus sub-committee in consultation with the head of study area at the school planned the management approach to the curriculum development of the major review.	The syllabus sub-group was given a reasonable measure of freedom to develop the course design subject to standing committee's appraisal.
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	In effect the executive officer carries the full responsibility for a fully planned management.	He is the subject specialist.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	Assistant Director TAFE Curriculum (Development and Operations) is kept informed by field supervisors and heads of study areas.	Structural (organisation and administration of branch).
		In this case the appointment of subject specialist at the college as executive officer and virtual leader of syllabus sub-committee was automatic.	The esoteric nature of the course. Box Hill TC the only location.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	Personal expertise in the study area.	
	3. WHO SELECTS THE C.D. GROUP. - TEAM LEADER. - H.O. DECISION MAKERS.	Standing committee nominate their representatives in consultation with the executive officer.	Executive officer a member of standing committee.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . ~~SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL.~~ . ~~A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.~~ 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	<i>Executive officer of the syllabus sub-committee plus selected members of the standing committee.</i> <i>Full responsibility to manage, design and effect course syllabus.</i> <i>Total - in terms of syllabus design and curriculum development.</i>	<i>Procedural - oversighted by standing committee.</i>
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	<i>The head of study area is the linking person between the syllabus sub-group and TAFE curriculum branch (old title).</i> AS ABOVE. AS ABOVE.	<i>Organisational.</i>

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY (IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	The Australian Institute of Quarrying requested an Australia-wide course by external studies. The sub-committee examined similar course structures from GB and WA. The Australian Institute of Quarrying and representatives on standing committee. AS DESCRIBED ABOVE. Existing course structure and content taken as starting point - additional content from industry inputs and from other relevant courses.	RMIT were to be used for external studies aspect. Course relevancy.
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) _____ . OCCUPATION _____ . EMPLOYERS _____ . STUDENTS - ENTRY LEVEL _____	Middle Level (Technician) Certificate. General quarrying and surface mining, civil engineering. Quarry operators. Quarry firms - mining companies. Year 10 - persons in industry.	Main employing groups.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Middle level certificate. Accreditation by State Council (TAFE Board) through Curriculum Board. Accreditation by Aust. Institute of Quarrying.	Official TAFE accrediting body. Acceptability by industry.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	The perceptions of the Australian Institute of Quarrying and the standing committee. The general aim or purpose of the course is to train persons with the extraction, processing and application of materials on behalf of society.	This aim or purpose is expressed through a cross-linking set of occupational tasks within the general scope of the industry.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	Structured in accordance with the TAFE curriculum policy instruction 1979/4 (and 1979/1) programs and classification, 6.2, middle level. Designed for a structure of three basic stages with exit points at each stage. The sequence according to task order - on the job.	Guidelines for course design. . Quarry Supervisor . Quarry Technician . Certificate of Technology All linked to provide full schedule of studies for certificate - 29 units.
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	The curriculum development sub-group organised several working parties from standing committee.	Specialists in the content areas.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	The course is presented in unit form.	
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	Each course subject lists subject topic objectives in task centred behavioural terms which dictate the nature of the topic content.	Skill performance - competency.
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	Apart from entry requirements each individual course subject lists the enabling pre-requisite subject(s). An initial preliminary stage involves bridging maths and science.	There is a considerable scientific aspect in the overall course.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	The occupational tasks of industry. All subject topic terminal objectives end oriented i.e. based on skill performance level in achieving job tasks.	AS ABOVE. Format for objectives by head of study area.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	A combination of assessment types: written examination, field work, assignments, general classwork.	Broad nature of course.
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?	Yes, all course subjects (units) list assessment method.	Maintenance of standards.
	. WHAT WAS THE NATURE OF THE ASSESSMENT?	See No. 11 above.	
	. WHAT WAS THE NATURE OF THE QUALITY CONTROL?	Assessment, college appraisal, student and employer feedback, standing committee.	
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED?	No, written statements.	
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	No, learning methodology left to lecturers and head of school.	
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The standing committee of the study area, and the Australian Institute of Quarrying. Also interstate educational institutions in relation to off campus mode.	Relevancy - acceptability. The institute's endorsement also constitutes a form of accreditation.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. TEXTS AND REFERENCES. LEARNING METHODOLOGY.	The draft submission endorsed by above groups included all items except statements on learning methodology.	A full appraisal of course.
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	State Council for Technical Education (designated TAFE Board under new structure). The sub-committee/group of council (board) is the Curriculum Board, which examines and makes recommendation to the council (board). The same curriculum document. Sufficient information to all. A thorough examination of all relevant aspects of course and to allow board to measure its viability in light of total TAFE commitment to state. See separate check sheet.	The State Council for TE (Board) is the highest approving body for TAFE courses.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(s). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	The assessments listed for all course units. See CD process No. 10 Q. 12. Assessment mandatory. ?	

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: TAFE VICTORIA

CHECK LIST

TAFEC STREAM: 2
FIELD OF STUDY: 5

CERTIFICATE COURSE OF TECHNOLOGY,
QUARRYING (TECHNICIAN)

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION		NO	
. DEMAND DATA, e.g. ANALYSIS		NO	Outline of lead up to course
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		Submission DOC
COURSE AIMS	YES		Listed as course purpose
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD	YES		Title
REASON FOR CLASSIFICATION		NO	Implied
EMPLOYMENT STATEMENT	YES		Must be in industry
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		In submission document
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		Required by Council for TAFE (now TAFE Board)
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		1981 start
PROPOSED ACCREDITING AUTHORITY		NO	Automatic
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		Title
AIMS AND OBJECTIVES	YES		Listed, course purpose
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		Course structure
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		Listed as units
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		Terminal objectives of individual units
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA	YES		Structure
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		Brief statement on exemptions in final draft. More detail in early proposal to council, i.e. approval in principle.
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION			
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		See exemptions

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES	YES		See exemptions
. INTERNAL			Both
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS	YES		External mode
<u>EDUCATIONAL SERVICES AND RESOURCES</u>		NO	
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE	YES		Assessment
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	
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EDUCATION DEPARTMENT OF VICTORIA AND:
 AGRICULTURAL EDUCATION DIVISION,
 VICTORIAN DEPARTMENT OF AGRICULTURE

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: Certificate in Farming
 (Dookie Agricultural College)

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	The staff of Dookie Ag. College believed that existing diploma and short term farmer courses were not meeting an apparent need for a middle level farm course training, especially for farmers' sons and daughters who were engaged in practical farming. Discussions with farmer as a preliminary contact reinforced the need.	Diploma course perhaps too theoretical and academic. Farm short courses more of a refresher course type for experienced farmers. Also the college had adequate facilities.
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	This quite normal for farm type courses.	
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	Farmer organisations make direct approaches to the Technical Schools Division of Ed. Dpt. and/or the Department of Agriculture.	TAFE and Agricultural Dpt. are cross linked in conducting some farm type courses.
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION?	1. Usually a request from teaching staff and in case of a declared trade, the Trade Advisory Committee of Industrial Training Commission. 2. Request from teachers and farmers. 3. Request from teachers and farmers	
	1. BY PERSONAL CONTACTS?	All these methods were used to express the need.	
	2. LETTER? TELEPHONE?		
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	The recognition was from within the college in the first instance and the external back-up was from farmers to the college.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR. 2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C " 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	No formal structured survey. Informal discussions revealed a strongly expressed need. The college principal supported the dialogue between college and communities and actively participated. A public meeting was widely advertised. Well supported. Farmers were asked if they considered that a middle level certificate was feasible and warranted. Following an inspection of college facilities a consensus was given that the middle level course curriculum development should commence as soon as possible and practicable.	Not considered necessary because the strong inputs from farming communities. Also there was a cost factor.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	Dookie College principal. The College Advisory Committee in consultation with lecturers at the college.	Similar function as a TAFE college council. Extended discussion to the general farming communities in the state.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY.	No formal-structured check on demand carried out.	The expressed support for the course taken as valid.
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	No verification carried out by research methodology.	AS ABOVE.
	1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE.	. Formally, in terms of powers and responsibility, the Head of the Agric. Ed. Division of Dpt. of Agric. . The college principal acting on the inputs of the farmer workshop carried out at Dookie to further explore the proposal.	The college principal has a reasonably high measure of autonomy in such cases, but Agric. Ed. Division of Agric. Dpt. would be well informed.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	It was agreed that the Agric. Dpt's. policy on education encompassed middle level farm certificates in line with the TAFE philosophy of servicing vocational education in the post secondary to para-professional.	The Agric. Dpt's. educational policy covers all levels of agriculturally oriented education/training e.g. the diploma course. There had been no middle level courses.
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	A broad outline of proposed course structure, reasons for its introduction and outlines of proposed subject areas.	Sufficient information for a meaningful appraisal of course to be made.
	4. NOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	In this instance the priority to proceed was based on the strength of the demand, availability of resources, and the access and availability of other relevant courses within the region served by the college.	e.g. There is a certificate course in agriculture offered by the Sunraysia College at Mildura. The Dookie College Syllabus Committee examined above course, were influenced by its structure, but found the content not relevant to regional needs.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	The head (chief) of the Agricultural Education Division of the Victorian Agricultural Department.	Mainly a checking out procedure.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	A formal letter requesting departmental approval in principle plus background information.	
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	- Farmer workshop: establishes course outline; - College Advisory Committee has agric. representation - gives its support to the proposal; - college principal - through his role as chief educationist and administrator - the chief of Agric. Ed. Division of Agric. Dpt. administrative powers and responsibilities in respect to educational programmes.	Structural.
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	By Syllabus Committee at college level.	
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT.	The course is planned (designed) to cover a number of separate streams of study with some common core subjects. Each stream has a sub-group of college subject specialists to plan and develop the content. Detailed management was left to the separate groups.	The wide range of farming activities and the knowledge and skills peculiar to these areas, dictate the stream approach and the necessity for separate curriculum development.
	- OVERVIEW. - DETAILED.		
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	During the planning of management stage, and afterwards, the college based syllabus stream groups of teachers worked in conjunction with experts in the Agric. Dpt.	Special expertise needed for up to date information on agric. research e.g. sheep, beef, dairying etc.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	College principal.	
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	Most appropriate person with the interest, expertise, experience etc. who was available at the time.	
	3. WHO SELECTS THE C.D. GROUP.	The group (or team) leader in consultation with the principal.	
	- TEAM LEADER. - H.O. DECISION MAKERS.		

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	A good mix of college staff and practising farmers, plus persons from the local or head office of Agricultural Department. This representation formed the course stream working parties whose main role was to select the most appropriate subject content for the special stream for which they were selected. To develop the syllabus, plan entry requirements, presentation, and the method of course conduct. Power to make all decisions relating to course content.	The farmers are field practitioners and tend to curb any academic bias, which may ensue if left to educationists and scientific researchers. Within these categories the groups had a large measure of freedom of choice and action.
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	In this case it was the Agricultural Education Division of the Victorian Agricultural Dpt., in consultation with the Education Dpt. of Victoria - TAFE Services Branch of Planning Services. In this instance Dookie College worked independently. No direct relationship.	In this case, both the Ministers for Agriculture and Education have an administrative responsibility.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE.	To design the course by a joint curriculum activity between the Dookie College staff and practising farmers - using Dpt. of Agric. experts as consultants.	A realistic balance - relevancy - acceptability.
	2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE.	College Advisory Committee, but in the main, the farmers in the wider rural community.	
	3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET.	Only the survey of the certificate course in agriculture offered by the Sunraysia College at Mildura.	Assistance with certificate format.
	4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN.	No search conducted.	
	5. WHAT DESIGN METHODOLOGY WAS USED?	No formal design methodology used.	
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE.	Middle level certificate, TAFEC Stream 2.	Requested by client groupings.
	2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Farming is an occupation which is broadly based, hence stream approach in course design. The course is aimed at young persons with Year 11 educational background from rural communities who wish to enter one or more farming streams and learn how to operate farms. Farmers. Year 11.	Apart from Year 11 ed. background open access prevails. Year 11 provides basic enabling education to cope with the schedule of studies.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED. 4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES. 5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER. 6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT? 7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION. 8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED. 9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS. 10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	Middle level, certificate, TAFEC 2. The accrediting body: State Council for Technical Education through the Council Curriculum Board. A practically oriented course relevant to the agricultural training needs of the sons and daughters of farmers. To assist persons to be competent in the operation of farms. Provision for specialisation plus a common core of knowledge and skills. By group discussion: college lecturers, practising farmers - consultants Agric. Dpt. - the ad hoc Syllabus Committees. A sandwich approach whereby teaching at the college complemented practical teaching in the field. Farm practical experience. AS ABOVE, No. 7. No pre-requisite subjects other than the enabling education of Year 11. Subject objectives written in performance terms - end oriented - practical relevance.	State Council for TE is the official accrediting body of middle level (and other) TAFE certificates (SCTE to become the TAFE Board under restructuring programme). Basic to all streams comprising the course structure. Based on the perceived occupational tasks relative to the streams and the common core. Relevancy and on the job training. Emphasis of course is on skill performance levels in achieving the occupational tasks.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	<i>A combination of assessment types, mainly continuing in character: practical skill tests, oral tests, written examination, field assignments.</i> <i>Yes - statements of a general nature, mainly to do with assessment.</i> <i>No. This course is peculiar to Dookie College and resources and other facilities exist.</i> <i>The introductory pages of Syllabus Submission Document list comments suggesting a variety of learning methods which could be used with college facilities.</i>	<i>To emphasise skill performance levels.</i>
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	. <i>The farmer working parties formed at earlier workshop.</i> . <i>The TAFE Standing Committee on Agriculture.</i>	<i>For TAFE accreditation as a middle level certificate. Accrediting body the State Council for Technical Education (TAFE Board) through the Council's Curriculum Board.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. ~~TERMS AND REFERENCES:~~ LEARNING METHODOLOGY.	The same documents which were submitted by Dookie College to the Agric. Ed. Division of State Agric. Dpt. were submitted to the above endorsing groups. All these categories are listed in the curriculum/syllabus documents submitted for endorsement.	
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(s) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	The State Council for Technical Education (TAFE Board) through its sub-group: the Curriculum Board. The chief of the Agric. Ed. Division of State Agric. Dpt. The documentation for final approval did not differ from that submitted for endorsement. Consisted of two documents: - A total curriculum document. - An overview or summary. In accordance with the information laid down in the Curriculum Board's pro-formas. See attached check list.	The official accrediting body for Victorian TAFE courses. Dookie College is under the administrative control of Agric. Ed. Division of State Agric. Dpt. Full information for decision makers. To assist passage of proposal.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	No written statements on QC as such. Section 1.5.2 of curriculum document lays down guidelines for overall assessment. Guidelines. The Syllabus Committee constantly referred back to earlier farmer workshop groups during the planning, the design and syllabus stream content stages.	The curriculum document deals in length on assessment. The subject topics within the streams of the course are many and varied and require a combination of assessment types.

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFE AUTHORITY: ED. DEPT. OF VICTORIA
TAFE DIVISION

TAFEC STREAM: 2

CERTIFICATE IN FARMING (DOOKIE COLLEGE)

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION . DEMAND DATA, e.g. ANALYSIS			Descriptive. No formal survey.
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		Listed as course objectives
COURSE OBJECTIVES			See above.
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS			
CURRICULUM DEVELOPMENT PROCESSES USED	YES		Description in general background
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME	YES		
. PART TIME STUDY			
TAFEC STREAM		NO	Implicit in title
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS			By stream
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT OBJECTIVES	YES		Subject topic behavioural objectives
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	Course assessment
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	Existing
ATTENDANCE DATA	YES		Syllabus document
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE		NO	
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES		NO	
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	
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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE	YES		Assessment
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

VICTORIAN TAFE

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

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PROGRAMME: Plumbing & Gas Fitting Apprentice
Course.

T.A.F.E.C. STREAM:

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	From the then the executive officer, who after being exposed to the systems model, felt that this was the way to go. Also a realization from trade unions and industry (REPS) that the existing course had a lot of irrelevant material. The appropriate standing committee approached the assistant director T.A.F.E. with a project brief. Considered by Priorities Review Committee, which authorises such development work. Same process as above. Minor course changes handled by the Standing Committee, with trade committees approval.	The Field Supervisor, also having been exposed to the systems model was convinced that the curriculum development of the course should take the systems approach.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORIZES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	The Standing Committee (C.D. Committee in effect) commissions T.A.F.E. services, but is generally well aware of education/training need once it has surfaced at standing committee level. Priorities Review Committee. Industrial visits - Industrial Surveys - Brainstorming sessions with experts.	The Standing Committee is made up of employer and trade union Reps. who are the best sources of needs. Trade Committee.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Priorities Review Committee of T.A.F.E. services involved - in this case the standing committee authorised.

Executive officer and/or head of study area.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

Executive officer and/or Head of study area in collaboration with Field Supervisor and Industrial Training Commission.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

An ad-hoc assessment on future demand and its affect on current trends.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

N/A

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Not in the actual C.D. sub-group, but in the Standing Committee as a vehicle of the Technical Schools Division. The Standing Committee makes recommendation to trade committee which in turn gives approval to proceed.

The Industrial Training Commission is responsible for approving all trade courses. Hence trade committee approval.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

A brief report.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Prepares draft report to trade committee.

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5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

*The trade committee of I.T.C. makes
decision to proceed with the
endeavour subject to T.A.F.E.
services ability fund the project.*

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

*The priorities review committee
recommendation on the project is passed
back through the Field Supervisor to
the Standing Committee.*

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

*A draft project brief indicating the
objectives of the project and its
costs.*

*Necessary for client and
the project manager to be
clear as to what is
involved.*

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

*The committee draws up a curriculum
brief and submits this to T.A.F.E.
Services. TAFE Services then presents
the brief to the Priorities Review
Committee.*

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?
. TAKE FULL RESPONSIBILITY.

*A working party is selected from
co-opted persons; classroom teachers,
industry representatives, and trade
union representatives.*

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7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.

2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
- . OTHER

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . STATE WIDE.
- . SEVERAL COLLEGES.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ONE C.D. COMMITTEE TO SERVE ALL C.D.
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The T.A.F.E. Services selects Supervisor/Manager of the project.

NIL.

Head of Study Area in conjunction with TAFE Services personnel.

The Standing Committee.

*State Wide Selection.
(see No. 6)*

T.A.F.E. Services manages the project.

Depends on the nature of the curriculum development team, where it is a Technical Schools Division group it is then responsible to the Standing Committee. In other instances responsible to TAFE Services and then back to Standing Committee.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

H.O. S.A. selects from teaching staff with advice from executive officer and by using significant industrial groups and firms, selects appropriate persons. These persons are then invited to participate by the Director of technical education.

The working party on the curriculum development of the course takes full responsibility, but the course outline has been drawn up and researched by T.A.F.E. services. The course was effected via an agreed procedure organised by T.A.F.E. services based on the instructional systems model.

In conjunction with T.A.F.E. services and employer groups, activities and tasks for the basic area of course were agreed upon. These activities and tasks were then validated by external examining bodies such as Melbourne Metropolitan Board of Works and the Plumbing and Gas Fitting Board. Here is validation by expert panels who check the work of similar experts.

50% of team members to represent industry.

Those areas of the curriculum development directly related to the instructional systems model would follow the T.A.F.E. services set plan. The expertise necessary to carry out operational work based on I. S.M. is not in C.D. working party as such, and must be done by persons trained in this method.

Time did not allow a full occupational survey to be carried out.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

- . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE?
- . WHAT WAS THE PERCEIVED TARGET GROUPING:

- . INDUSTRY (OR CLUSTER)
- . OCCUPATION
- . EMPLOYERS
- . STUDENTS (ENTRY LEVEL)

First Year Plumbing and Gas Fitting

Plumbing and Gas Fitting Industry.

Plumbing and Gas Fitting Apprentices of Victoria.

2. WAS THE SYLLABUS DESIGNED FOR

- . FULL TIME STUDENTS?
- . PART TIME STUDENTS?

Part - time students (apprentices) attending by block release. (one or two week blocks)

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

Apprenticeship and Post Trade.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

Industrial Training Commission.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

The needs of industry as derived from validated list of activities and tasks of Plumbing and Gas Fitting.

The industry validated the content of the course through industrial review.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

The structure of the course was derived from a scalar diagram, which outlined all activities and tasks.

Sequence determined by Curriculum Development panel which then received feedback from schools piloting the course.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

From the validation exercise on the activities and tasks listed.

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

The syllabus documentation involved student and teacher packages.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

The Curriculum Development Working Party (panel) consisting of industrial/trade/teacher reps.

A close inter-action with trialling schools and course evaluation team.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

- . WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Year 10 secondary - schools also offer various types of remedial/intervention programmes.

Bridging subjects not specifically set formally - but there are programmes aimed at raising knowledge and skill level.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

- . The setting of MAGER type objectives.
- . Heavy emphasis on performance objectives.

These criteria fit in with mastery learning and criterion referenced testing.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Performance testing (criterion referenced) go - no go basis - no percentage margin allowable.

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO: . LEARNING METHODOLOGY - GIVE DETAIL . SPECIAL STAFFING - " " . SPECIAL EQUIPMENT - " " . SPECIAL ACCOMMODATION- " " 1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	Yes - All objectives had matching check tests. Performance based criterion referenced tests with final year examination set by external gas and water authorities. Q.C. panel randomly checks teacher/student programmes. Yes - Resource statement. . Availability of learning material was included. . No special staffing noted, but the implication was that 'hands on' experience was necessary. . Some special training facilities were included, e.g. Drainage. . Master Plumbers Assoc. . State Water B'D . Plumbing & Gas Fitting Boards . M.M.W.B. . Gas and Fuel Authority . Air-Cond. & Mechanical Contractors . Standing Committee	Q.C. panel made up from M.M.B.W. and Sanitary Plumbers and Gas Fitters Examining Board.
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12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD,
LENGTH OF COURSE, FORM OF
PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

*All points covered in syllabus
document being submitted for
endorsement.*

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT (S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET).

*Standing Committee draw up final
documentation, T.A.F.E. Services
publishes and the Industrial
Training Commission accredits it
through the Trade Committee.*

Procedural.

Industrial Training Commission.

Same documentation.

*Feedback from trialling schools
allows for final adjustments to
final documentation.*

13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR SETTING AND MAINTAINING COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT (s)

2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL?

3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN?

4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS?

Performance standards.

Performance objectives statements with check lists.

Mandatory, through the stated performance objectives, monitored through the Q.C. panel, e.g. external examinations (authorities) and by T.A.F.E. executive officers.

Yes - build into the instructional systems model approach to the Curriculum Development.

Procedural under I.S.M.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: _____

CHECK LIST

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION			
. DEMAND DATA, e.g. ANALYSIS			
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE			
COURSE AIMS			
COURSE OBJECTIVES			
CLASSIFICATION OF AWARD			
REASON FOR CLASSIFICATION			
EMPLOYMENT STATEMENT			
DESCRIPTION OF ADVISORY BODIES/GROUPS			
CURRICULUM DEVELOPMENT PROCESSES USED			
RECOMMENDATIONS AND ENDORSEMENTS			
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION			
DATE PROPOSED FOR ACCREDITATION			
PROPOSED ACCREDITING AUTHORITY			
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE			
LEVEL OF AWARD			
AIMS AND OBJECTIVES			
STUDENT ENTRY			

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS) . FULL TIME . PART TIME STUDY TAFEC STREAM TAFEC FIELD OF STUDY <u>STRUCTURE OF COURSE</u> TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS PRE-REQUISITES FOR SUBJECTS SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC. INDIVIDUAL SUBJECT AIMS AND OBJECTIVES INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC. TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT ACCOMMODATION, STAFF ATTENDANCE DATA <u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u> STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT			

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES . INTERNAL . EXTERNAL IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS <u>EDUCATIONAL SERVICES AND RESOURCES</u> STAFF DEVELOPMENT NEEDS CURRICULUM RESOURCES NEEDS FUTURE CURRICULUM REVIEW QUALITY CONTROL PROCEDURE STAFFING REQUIREMENTS STAFF QUALIFICATIONS SUPPORT STAFF ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE			

VICTORIAN TAFE

EDUCATION DEPARTMENT OF VICTORIA
TECHNICAL SCHOOLS DIVISION664
PROGRAMME: Liquid Petroleum Gas (LPG)
Tuning and Maintenance
Mechanic (Post Trade Level
Qualification)

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 3

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION? 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	A spokesman for an association (BTTS) representing the automotive industry. No. This is a special case of a college or region initiating a proposal which will be peculiar to the institution or region but also having statewide implications. In a course of this kind it could be entirely organised by college and funded from budget or be organised and funded by industry in consultation with college. This is a new course with political/safety implications. An existing course being reviewed in depth would follow the procedures laid down for such an activity. Personal contacts: spokesperson for automotive industry and college. Field supervisor. Direct to industry.	Normally inputs can come from a variety of sources but are checked by Tech. Division Standing Committee. This case is an example of a curriculum development activity conducted almost entirely within the institution and region. Public safety required a direct institution centred approach. However, Technical Division were connected at the early stage through field supervisor.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.	No formal investigation by the college or by head office.	Urgency of need accepted, public safety - political.
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	No informal feasibility check by college.	
3. INVESTIGATION OF THE DEMAND.	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. _____ . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C "	Field supervisor made enquiries.	Support for the course to be quantified later in development of course.
	2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION _____ . WHAT KIND OF CHECKLIST IS USED? _____ . URGENCY OF THE NEED _____ . PRIORITY " " " _____ . RESOURCES REQUIRED TO MEET NEED. _____	No visits to check need. N/A. High - accepted - " of safety. " " " Written up later by college after syllabus considerations.	
	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION.	Formally Asst. Director (Curriculum) through region.	
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	No demand appraisal formally conducted at this stage.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE. 2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE. 3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	The HO (division) field supervisor (at the time designated as field inspector). . Cost analysis. . Job profile. . Behaviourally expressed syllabus outline. Field supervisor (the HO link) and the staff at Box Hill College.	
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM. 2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED. 3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	No formal management planning except discussion between college staff and field supervisor. N/A. N/A.	Urgency of project.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER. 2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER. 3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER. . H.O. DECISION MAKERS.	No team leader as such. N/A. N/A.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED. 5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP. 6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP. 7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	N/A. N/A. N/A. N/A.	
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT. 2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC. 3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	<i>The field supervisor and study area standing committee.</i> <i>Through field supervisor to division including TAFE Services and other support branches/sections.</i> <i>Mainly on methods - strategies - course format.</i>	<i>Departmental policy on support services.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	To be influenced by existing courses in the Automotive School. . The automotive industry in general. . The manufacturers of LPG conversion equipment. . Royal Auto. Club of Vic. An informal review of current LPG conversion practice and other related information. No. Base course on job profile.	Proven structures. Relevancy - acceptability.
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Post apprentice (post trade). . Teachers of automotive trade courses. . Tradesmen in the auto. industry. AS ABOVE.	Most directly affected persons.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED. 4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES. 5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER. 6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT? 7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION. 8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED. 9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS. 10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	No accreditation, but to be endorsed by industry and the study area standing committee. . The over-riding factor was public safety. . The tasks associated with LPG conversion which lead to the job profile. . To be a self-paced learning activity. . To be competent in the occupational tasks with the emphasis on "hands on" performance practically biased - not theoretical. To be derived from the expressed automotive theme plan. Syllabus expressed in a sequence of behaviourally expressed terminal objectives. From job profile which was established from occupational tasks associated with LPG conversion. . Must hold trade certificate. . No bridging subjects. . The influence of the theme plan. . The influence of a modified 'systems approach' to curriculum development, which is essentially task centred.	To be immediately competent in LPG conversion practice with emphasis on safety. Practical bias - tasks - competency. Trade based course (post trade level).

1307

1308

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE.	Continuous assessment by using objective test criteria (go - no go etc.).	Emphasis on level of skill performance.
	12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?	Mainly associated with test criteria.	
	. WHAT WAS THE NATURE OF THE ASSESSMENT?	Continuous by objective testing.	
	. WHAT WAS THE NATURE OF THE QUALITY CONTROL?	structured along behavioural outcomes.	
	13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?	Yes, a separate document on costing.	
	. WHAT RESOURCES WERE COVERED?	. Human. . Material.	
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION?	Yes: a separate college document outlining resources needed to conduct course along the processes expressed in the syllabus.	
	. WHAT WAS THE NATURE OF EACH STATEMENT?	SEE ABOVE.	
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	. Tech. Ed. Division standing committee. . Trade committee of the Industry Training Commission.	

1305

1310

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION _____ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, _____ ORGANISATION OF THE COURSE. _____ ASSESSMENT PROCEDURES AND QUALITY CONTROL. _____ TEXTS AND REFERENCES. _____ LEARNING METHODOLOGY. _____	No. Yes. Post apprentice (post trade). Described in document - theme plan. Implicit in the job profile. Yes - objective practical testing. No. Implicit in terminal objectives.	
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	Not submitted for final approval - approval in principle sufficient. N/A. N/A.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS. 1313	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	<i>The curriculum document was expressed in terminal task/student oriented elemental behavioural objectives which embraced all of these factors. e.g. a modified systems approach.</i> 1314	

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

TAFE AUTHORITY: _____

CHECK LIST

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u> . NEEDS DATA, e.g. NEED INVESTIGATION . DEMAND DATA, e.g. ANALYSIS TYPE OF PROGRAMME ACTIVITY COURSE TITLE COURSE AIMS COURSE OBJECTIVES CLASSIFICATION OF AWARD REASON FOR CLASSIFICATION EMPLOYMENT STATEMENT DESCRIPTION OF ADVISORY BODIES/GROUPS CURRICULUM DEVELOPMENT PROCESSES USED RECOMMENDATIONS AND ENDORSEMENTS HOW COURSE IS TO BE IMPLEMENTED AND LOCATION DATE PROPOSED FOR ACCREDITATION PROPOSED ACCREDITING AUTHORITY			
<u>SYLLABUS DOCUMENT</u> TITLE OF COURSE LEVEL OF AWARD AIMS AND OBJECTIVES STUDENT ENTRY			

1315

1316

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS) . FULL TIME . PART TIME STUDY TAFEC STREAM TAFEC FIELD OF STUDY <u>STRUCTURE OF COURSE</u> TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS PRE-REQUISITES FOR SUBJECTS SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC. INDIVIDUAL SUBJECT AIMS AND OBJECTIVES INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC. TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF ATTENDANCE DATA <u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u> STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT			

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS			
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS			
CURRICULUM RESOURCES, NEEDS			
FUTURE CURRICULUM REVIEW			
QUALITY CONTROL PROCEDURE			
STAFFING REQUIREMENTS			
STAFF QUALIFICATIONS			
SUPPORT STAFF			
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE			

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: Production Technician
Certificate (= SH Post Trade)
T.A.F.E.C. STREAM: J NEW
T.A.F.E.C. FIELD OF STUDY: REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARPYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	<i>In this instance the recognition was internal. General discussion between staff of teaching centres investigating need for a major review of an existing course.</i>	<i>Staff conscious of the technological changes which had occurred since inception of course in 1969.</i>
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	<i>Usually the industry requests review of courses through the production and engineering standing committee.</i>	<i>Standing committees have strong industrial representation and are permanent bodies of Tech. Schools Division.</i>
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	<i>Could come from individual employers, Gov't. Departments, ex and current students and from industrial surveys.</i>	
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION?	<i>Minor modifications are handled by the standing committee, major reviews require an in-depth study involving the head office of Tech. Ed. Division, Curriculum Board of State Council for Tech. Ed. and the client groups.</i>	<i>Running maintenance. May involve further funding and have implications bearing on established curriculum policies.</i>
	1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE?	<i>Personal contacts in first instance, which lead to the setting up of a representative investing group from teaching centres.</i>	<i>Involved in the day to day conduct of existing course.</i>
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	<i>Head office engineering study is through field supervisor and head of study area.</i>	<i>Structural - organisational.</i>

1319

1320

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR.		
	2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION.	Informal in the sense that the initial investigation was initiated by the colleges, but formal in that the group referred to head office through head of study area.	Exploratory. Actually was field supervisor.
3. INVESTIGATION OF THE DEMAND.	1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. _____ . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C "	Head office in the sense that the initial investigating work by college(s) working party was monitored by the division's standing committee of the study area.	
	2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	A structured survey questionnaire was circulated to 253 ex students of the existing course at their place of employment. Followed by personal interviews of the employers - check list used (question'). At this stage, being appraised. Not considered at this stage, except for the manpower to carry out the curriculum development to follow.	Full coverage of opinions.
	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION.	Formally: Asst. Director (Curriculum) through field supervisor and head of study area.	
	2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE _____ . SCHOOL . SECTION	The college based group during the initial investigatory stage. In effect the demand is already existing in the enrolment trend of existing course.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	The Curriculum Board of the State Council for Tech. Ed.	All the early work was done directly in consultation with the field supervisor. The head of study area became involved after this position was filled.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	Letters introducing proposal, background, survey results, job specification, outline (structure), brief listing of individual units.	
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	- College based working party on initial investigation and subsequently the syllabus group. - The standing committee. - Field supervisor and (head of study area). - Executive officer (member of syllabus working party). - Asst. Director (Curriculum). - Curriculum Board of State Council for Technical Education (TAFE Board).	
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	The field supervisor consulted with the executive officer of syllabus college based working party, planned the management of the curriculum development.	This follows the general divisional policy on CD.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT.	- OVERVIEW. - DETAILED.	
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	- The executive officer and the working party on the curriculum development are subject to the standing committee of the study area (they are sub-group(s) of SC and as such are ad-hoc in form). - Field supervisor is linked to head office and also TAFE services.	
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	Field supervisor elects executive officer.	Structural - organizational.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	Interest, expertise, management ability, availability in view of other duties.	
	3. WHO SELECTS THE C.D. GROUP.	- TEAM LEADER. - H.O. DECISION MAKERS.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.	College and industry based. College teachers and reps. from standing committee.	The CD group met every 3 weeks and reported to standing committee every three months.
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	Fully responsible to Asst. Director (Curriculum) for the planning, design, methodology and documentation of course review.	
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	Not any in the sense they are a sub-set of standing committee.	
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?		
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	The field supervisor and head of study area are part of Tech. Ed. Division HO structure and are responsible to Asst. Director (Curriculum).	Head of study area is college based.
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	AS ABOVE.	
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	AS ABOVE.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	<i>A survey of industry and its analysis followed by personal interviews allowed a job profile to be established.</i> <i>Large and small engineering manufacturing organizations and associations e.g. Metal Trades Industry Association.</i> <i>No library search.</i> <i>No retrieval exercise. (An article was written for a trade journal inviting comment on proposal.)</i> <i>Write up job specification, gain approval from industry, prepare course outline based on job profile (occupational tasks).</i>	<i>Relevancy - Acceptance.</i> <i>All relevant data from the industry through surveys.</i> <i>Relevant to contemporary engineering manufacturing practice.</i>
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	<i>Post trade - foreman, drafting assistant, workshop section supervisor.</i> . <i>Metal manufacturing industries.</i> . <i>Small manufacturing firms.</i> . <i>The students.</i>	<i>To bridge the supervisory gap between tradesman or operative and the para-professional and professional level.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	- Technician (post trade - advanced trade) - The State Council for Tech. Ed.	The official approving body for TAFE courses in Victoria. To be TAFE Board under restructuring plan.
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	Analysis of survey data revealed that industry required: a generalist - solver of problems - a self starter - able to make decisions based on a wide practical experience in general engineering production practices.	Versatility is the wish of the industry.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	The logical progression of knowledge and skills to achieve the broad aims of course. This correlates with the general progression of occupational tasks in industry. To achieve a continuum of learning development.	
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	From existing course - data from surveys.	
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	A unitised form fitting into a semester structure - 1 unit/semester structured over four years. A basic core plus elective units.	The existing course structure used as foundation - guide.
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	Informal and formal (meeting with standing committee) discussions with industry representatives.	Validity of content.
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	Entry requirement: Year 10 academic must have completed a trade apprenticeship.	
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	The development of performance based terminal objectives from job profile. This stems from the task analysis.	Emphasis is on competency based on skill performance level and general production experience.
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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	College based assessment: a combination of continuing assessment - written examinations - practical testing. Assessment statement in curriculum submission document. SEE ABOVE. Assessment mainly. No statements on resources in curriculum syllabus document. No resource or learning methods.	The aim to produce a generalist. Treated separately. This is a review of an existing course. If a new area of study is included e.g. the inclusion of supervision then staff is needed. Subject guidelines are used in the colleges.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	The Production and Industrial Engineering Standing Committee.	Fully representative of client groups.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. ~~FORWARD~~ ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, ORGANISATION OF THE COURSE. ASSESSMENT PROCEDURES AND QUALITY CONTROL. ~~TEACHING AND REFERENCES:~~ ~~LEARNING METHODOLOGY.~~	<i>These categories listed in submission documents.</i>	<i>Endorsing body mainly concerned with syllabus structure, subject content and assessment.</i>
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT (s) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	<i>The Curriculum Board of the State Council for Technical Ed. (to be called TAFE Board under current restructuring proposal).</i> <i>The same curriculum submission "package".</i> <i>See attached check list.</i>	<i>The official departmental body responsible for final approval and accreditation.</i>

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(s). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	NONE AS SUCH. <i>General reference in background information: all assessment to be internal i.e. college based.</i> <i>Assessment mandatory.</i> <i>Not deliberately.</i>	<i>A further statement indicating continuing assessment.</i>

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM: 3

TAFE AUTHORITY: EDUCATION DEPT. VICTORIA

TAFE DIVISION
PRODUCTION TECHNICIAN CERTIFICATE
POST TRADE

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS			
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		Implicit in title
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		Surveys and job analysis
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)			
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	Course only
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		No lab./pract./lect. breakdown
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES		NO	But listed in job profile
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	College
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		Basic trade and higher certificate
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	Covered under exemptions
- INTERNAL - EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS	YES		
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: Further Certificate in Management

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY:

REVISED

NOTE: The previous course in management was at post degree level outside of TAFE.
A TAFE course also existed but lapsed due to not meeting contemporary need.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED?	<i>The middle management sub-committee of the Technical Schools Division standing committee on business studies.</i> <i>The initial recognition took place about 7 years ago following requests from industry - requests ongoing since.</i>	<i>The standing committees are established in most study areas to advise director on the trends and needs for educational services.</i>
	2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH?	<i>Standing committees are the general means of communicating training needs.</i>	<i>Business studies covers a wide range of related 'streams'. This calls for a number of sub-committees (ongoing).</i>
	3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED?	<i>Several: . Heads of departments in colleges . Direct from client groups. . Through field supervisor (TAFE Services) . Sub-committees of standing committees.</i>	<i>An educational need may be perceived internally, externally - at any level.</i>
	4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: . MAJOR REVIEW . A REVISION OF PART . MINOR MODIFICATION?	<i>No. Similar channels as above.</i>	
	1. BY PERSONAL CONTACTS?	<i>Both means were used.</i>	
	2. LETTER? TELEPHONE?		
	1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? . H.O. . COLLEGE . SCHOOL . SECTION	<i>Head office standing committee on business studies. In particular its ongoing sub-committee in the management area.</i>	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR. 2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C " 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	A formal structured questionnaire effected by college staff with outside association assistance - a sub-committee established to conduct feasibility study. Informal preparatory discussion with client groups by college based staff in consultation with head of study area. Participation at both levels. Members of management sub-committee interviewed, with the aid of a structured questionnaire: . Reps. of employing organisations. . Employer and professional associations. . Prospective students. . Staff members of TAFE colleges. . A comparison of the proposed course with the NSW management course (Cert.). . Holders of TAFE certificates in other business studies areas (1 000 respondents). Determined by field supervisor of study area in consultation with sub-committee of standing committee.	Feasibility study was the first stage, mainly through interviewing employees and employer associations. Structured questionnaires used for job analysis. To validate the feasibility study.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	The feasibility study investigating need also included the investigation of the demand. See previous response. Technical Education Division, head of study area, drew up survey questionnaire and did the research required. The questionnaire was checked out by standing committee and college sub-groups. Thus, in this case the feasibility survey effort was a combination of head office and field i.e. college(s) and industry.	TAFE Services supply expertise in educational research.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd)	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY.	Structured questionnaire plus formal letters to business organizations.	
	4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?	An analysis of survey responses.	
4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED. <u>No's. 4 and 5 -</u> <u>same CD process.</u>	1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE.	This process is the approval in principle. An outline of the course, backed by the feasibility study findings is submitted to the Curriculum Board, which is a sub-group of the State Council for Tech. Ed. After appraisal approval in principle is given.	Structural and organizational.
	2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED.	The TAFE philosophy encompasses middle level vocational education/training. In this respect, because of level of study, TAFE philosophy affects accreditation more than the course curriculum development.	
	3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE.	Project brief; course outline with supporting information plus letters.	Appraisal information to Curriculum Board of State Council for Tech. Ed.
	4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	The priority to proceed strongly influenced by the fact that no similar course existed in Victoria.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	Curriculum Board of State Council for TE.	To be TAFE Board under new structure of Technical Schools Division.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	Formal submission as described above.	
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	- Field inspector (field supervisor?). - Executive officer of Syllabus Sub-Committee of Standing Committee (Management). - The Business Studies Standing Committee. - The B/S Standing Committee Syllabus Review Committee (Management). - Assistant Director TAFE Curriculum.	
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	The project manager/TAFE Services officer working with the standing committee (business studies) syllabus committee. Standing committee and its sub-group have at least 50% industrial rep.	All relevant persons of head office and field concerned with the proposed course. In accordance with TAFE Services policy and the policy of standing committees.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT.	- OVERVIEW. - DETAILED.	
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	Field inspector (field supervisor).	
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	The co-ordinator of the project curriculum development (syllabus) sub-committee.	Executive officer. Structural - organisational. Business studies is a broad study area requiring a number of ongoing sub-committees.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	Mainly interest in the project, expertise and experience and availability.	
	3. WHO SELECTS THE C.D. GROUP.	The team leader in conjunction with the ongoing sub- (syllabus) committee of standing committee (management).	
	- TEAM LEADER. - H.O. DECISION MAKERS.		

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.	Executive officer (college staff), subject experts (college staff), industry reps. nominated by B/S standing committee or its sub-group.	The curriculum development working group, ad hoc.
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	To effect syllabus content and make recommendations to the BSSC sub-committee (syllabus).	Through the executive officer (project manager?).
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	Decisions on syllabus content for recommendation to BSSC ongoing syllabus sub-committee.	Structural - organizational division policy.
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?		
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	The Curriculum Board of State Council for T. Ed. is top approving authority on curriculum proposals. The Asst. Director (Curriculum) of Tech. Schools Division is admin. head. TAFE Services responsible for ed. research.	
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	SEE ABOVE.	
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	The head of study area and the field supervisor are the linking persons between Tech. Schools Division - TAFE Services - colleges - standing committee (industry).	Structural - Tech. Schools Divisional Policy.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.) 10. SYLLABUS DESIGN.	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LIBRARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	A conscious attempt to use the systems approach (in part): project manager co-ordinated feasibility survey - analysed responses - conducted a literature search - used survey research data done in supervision cert. area (modified). Mainly the sub-committees of the BSSC and organizations representing employers. . Literature search. . An attempt to utilise ERIC. . Other relevant cert. courses. SEE ABOVE (No. 3). A farming out of syllabus content preparation to subject experts (CD working parties).	Course relevancy. Relevant course structure and content.
	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	Post certificate. Management: course aimed at middle level managers in both public and private sectors. Five years work experience and be at least twenty-three years old.	

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	Post certificate (further certificate) - State Council for Technical Education.	
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	The expressed need for a broadly trained person to carry out the duties of a middle level manager.	Strong emphasis on inter-personal, supervisory, and planning skills.
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGFS IN SEQUENTIAL ORDER.	The needs of industry indicated that a 'stream' approach would be the best way to achieve a generalist and at the same time, an opportunity to gain specialist education.	The stream approach does not call for any gradation of subjects in any hierarchical form.
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	The job profile established from tasks revealed by occupational analysis conducted during feasibility stage of course development.	
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Stream structure by semester.	
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	The appropriate sub-committees of BSSC were consulted by subject (syllabus) working parties - other groups e.g. Chamber of Commerce, were consulted.	
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	A certificate in any other area e.g. a certificate of business studies, certificate of technology or supervision certificate or be considered sufficiently mature and experienced to cope with the course, have 5 years work experience and be at least twenty-three years old. No bridging subjects.	Work experience and maturity necessary - managerial skills require inter-personal and general communication qualities.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	The occupational tasks input of BSSC and its sub-committees - mainly on the perceived importance and regularity of the tasks.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	Influenced by certificate course guidelines, but in effect the assessment type was left to subject teachers after implementation. No written statements on assessment. SEE ABOVE. A compulsory field project is listed as a separate stage three. This is a major assignment. No written statements in the syllabus document. No written statements in overall curriculum document except reference to part time teachers. Some suggested activities only. No resource statements.	The curriculum submission document addressed to the Curriculum Board, Appendix 2: States that assessment details for each unit are contained in the respective syllabi. A Course Moderation Committee to be established. Resources appraised separately.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	. Institute of Management. . Chamber of Commerce. . Business Studies Standing Committee. . Other employer associations. . Standing Committee on Humanities.	Relevancy and acceptability.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE AWARD GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION _____ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, _____ ORGANISATION OF THE COURSE. _____ ASSESSMENT PROCEDURES AND QUALITY CONTROL. _____ TEXTS AND REFERENCES. _____ LEARNING METHODOLOGY. _____	Written statement. " " " " No statement. No statement. No statement.	
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(S) ADDRESSED? _____ E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET) _____	The Curriculum Board of the State Council for Technical Education (TAFE Board). The endorsing bodies mainly concerned with syllabus. The full curriculum document submitted to Curriculum Board contained background such as the feasibility study and gen. methodology. A printed curriculum submission together with a summary form. See attached check list.	The Curriculum Board needs full information to be able to make a decision on final approval - in view of the TAFE total commitment. The curriculum document included subject syllabuses in outline only - a summary together with subject broad aims. The emphasis is on performance of exit student as a middle level manager.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	Assessment documents to be forwarded to head of study in college. Pilot colleges listed. The assessment number, type, allocation of marks etc. Mandatory for assessment. CD team, especially the executive officer, responsible for the selection of CD processes in developing syllabus. Each process was back checked in accordance with a systems approach.	Organizational - policy. AS ABOVE.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM: 2

TAFE AUTHORITY: EDUCATION DEPT. VICTORIA

TAFE DIVISION

FURTHER CERTIFICATE IN MANAGEMENT

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS			
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	?		Implicit in title
REASON FOR CLASSIFICATION	?		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		B/S/S/C listed
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY	YES		
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	Implicit in level
TAFEC FIELD OF STUDY		NO	Implicit in study area
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS	YES		
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.		NO	Not in curriculum document - separate
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION			N/A
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW		NO	
QUALITY CONTROL PROCEDURE	YES		Assessment
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

TAFE IN WESTERN AUSTRALIA

CASE STUDIES

- . A PROGRAMME OF ELECTRONIC CO-VOCATIONAL COURSES
- . ELECTRICAL FITTER - MECHANIC TRADE COURSE
- . ARCHITECTURAL DRAFTING - DIPLOMA

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A PROGRAMME OF ELECTRONIC CO-VOCATIONAL COURSES

A SERIES OF SHORT TERM VOCATIONAL TAFE COURSES AT POST TRADE LEVEL TO ASSIST PERSONS IN THE ELECTRICAL AND ELECTRONIC ENGINEERING FIELDS.

- DESCRIPTION:** Each short course is essentially a separate subject expressed as a number of sub-sets called topics. Each subject area has a stated general aim and subject objectives as well as written topic objectives expressed in student behavioural terms.
- The duration is for seventeen weeks or one semester. The time for the student varies but it is conducted for one session each week for three or four hours, divided into lectures and laboratory work.
- Each subject is assessed, usually by a two hour written examination plus a class mark.
- ENTRY:** Students may enter the series at any point they wish provided they have the necessary pre-requisite knowledge and skills. Usually a pre-test is given.
- EXIT:** Students may exit at any level in the series and may re-enter later if they wish.
- GENERAL:** Although this particular short course programme was developed through the Technical Education Division's usual CD development processes, in the main, other short course programme development tends to be more flexible and shorter and does not require the high level of documentation required for the longer more structured courses, such as diploma and certificates.
- Short term courses are generally seen to be specific and 'one off' in nature, but often as in the case of this short course programme, the demand for the course dictates that the programme should be ongoing. Within the rate of technology change in the area of microprocessors and their application, this short course programme will become permanent.
- Usually short term vocational courses are approved by the study area superintendent who is responsible for securing the necessary resources through the Technical Education Division Council of Studies.

A PROGRAMME OF ELECTRONIC CO-VOCATIONAL COURSES.
A SERIES OF SHORT TERM VOCATIONAL TAFE COURSES AT
POST TRADE LEVEL TO ASSIST PERSONS IN ELECTRICAL
TRADES WITH ELECTRONIC KNOWLEDGE AND SKILL.

EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

TECHNICAL EDUCATION DIVISION

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

T.A.F.E. AUTHORITY:

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 4

T.A.F.E.C. FIELD OF STUDY: 5

NEW
REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR COMMENTING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	Revealed by a major studies area survey carried in the engineering broad area by departmental review policy of conducting periodic (5 year) evaluation studies. Need clearly recognised by electrical and electronic lecturers in colleges & by survey team of the Curriculum Research and Development Section of the Technical Education Division.	This was the first major review of the broad engineering trade area in ten years. The broad band included electrical and electronic strands. In the period since previous major review much development has taken place in the use of electronics in the electrical industry. Of particular significance was the accelerated growth in electrical and electronic technology, e.g. microprocessors.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	Interpretation of survey data pointed up the need for short term educational/training for electrical persons in the area of electronics, particularly use of microprocessors. Staff of CR & D Section initiated a further survey of industry. The original major review of engineering area caused a number of syllabus review committees to be set up to look at existing Diplomas in the area of broad based engineering. The interaction of specialist seconded lecturers at CR & D reinforced need for short term specialised courses. Study area superintendent through SEO CR & D. By mounting a further survey of the electrical strand of engineering industry with the particular aim of checking the use of microprocessors. A specially prepared questionnaire used.	Seconded lecturer at CR & D Section interpreting survey data. The SEO and specialist lecturer within CR & D Section were the best qualified 'on the spot' persons to identify the need for this short term course.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Superintendent of study area.

Demand data available from special survey of industry.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

Seconded lecturer acting in the substantive position of engineering liaison officer within the CR & D Section.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

Need and demand surveyed by structured questionnaire - face to face interviews.

CR & D methodology.

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Analysis of data collected through structured survey of electrical strand of engineering industry.

As above

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

At this stage only engineering liaison officer of the CR & D Section involved. Lecturer (liaison officer) through SEO CR & D.

Role within CR & D Section.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

A brief outline draft proposal to study area superintendent prepared by liaison officer, backed by analysis of special survey.

Divisional policy: Line management function.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Liaison officers function.

Policy.

5. APPROVAL OR APPROVAL IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

1. WHO MAKES DECISION TO APPROVE IN PRINCIPLE?

Superintendent of study area who was
the chairman of Divisional Council of
Studies.

2. HOW IS THE DECISION COMMUNICATED TO THE COMMITTEE?

Back to liaison officer through SEO
CR & D.

3. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE?

Analysis of survey - outline proposal.

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE COMMITTEE/GROUP WHEN APPROVAL IN PRINCIPLE IS GIVEN.

Liaison officer cleared to proceed
with the curriculum development of
course.

In effect the process of
approval in principle and
approval to proceed are the
one process.

6. PLANNING THE MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT APPROACH WHAT IS THE INVOLVEMENT OF THE C.D. COMMITTEE/GROUP?

. TAKE FULL RESPONSIBILITY.

Engineering liaison officer in con-
sultation with SEO CR & D Section
accepts full responsibility for
planning the approach to management of
the curriculum development project.
At this stage liaison officer inter-
acts more frequently with college
staff.

Role of CR & D Section.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

3. WHO SELECTS REMAINDER OF C.D. TEAM?
 - . THE TEAM LEADER.
 - . THE FORMAL H.O. STRUCTURED C.D. COMMITTEE.
 - . OTHER

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?
 - . STATE WIDE.
 - . SEVERAL COLLEGES.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?
 - . ONE C.D. COMMITTEE TO SERVE ALL C.D.
 - . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
 - . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The superintendent of study area in consultation with engineering liaison officer.

The selection of a curriculum development sub-group from the colleges is facilitated by liaison officer's knowledge of available persons. Leader of group is selected on seniority, expertise, motivation, personality, etc.

A combination of the study area superintendent, engineering liaison officer and the previously selected sub-group (team) leader.

Through SEO CR & D Section to the study area superintendent.

Team selected from colleges offering courses in electronics.

The divisional structure associated with Curriculum Research and Development matters involves study area superintendent with CR & D Section, study area committees, advisory committees (industry link), syllabus review boards, and the Tech. Ed. Divisional Council of Studies. CD team directly linked to above structure through engineering liaison officer, who acts as executive officer and CD facilitator for CD team and is in continuing contact with study area superintendent.

Engineering liaison officer is key person linking college subject experts with CR & D, area supt., area committees, etc.

The engineering liaison officer becomes the facilitator of the CD process. He is skilled in the study area and in curriculum research and development.

These persons best placed because of experience.

Study area superintendent closely associated with study area committees, Syllabus Review Board, Divisional Council of Studies.

Expertise of staff and equipment, etc.

Technical Education Divisional Organisation.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

Engineering liaison officer working
with curriculum development team takes
responsibility for course design.
Consultation with RMIT, Sydney Tech.
College, WATT and University of WA.
These institutions running courses in
microprocessor technology.
No AUSTINET retrieval search.

The special survey conducted
by engineering liaison officer
in CR 8 D Section revealed
the need for a number of short
term vocational courses in
this area.

To appraise course structure
and content and to establish
course standards.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

Apart from initial special survey of
electrical strand of engineering
industry no further contact made.
Other educational institutions ex-
plained above.
Course to be arranged in modules.

The rapid growth of micro-
processor technology. Latest
development more likely in
higher level education
institutions.
Flexibility.

10. SYLLABUS DESIGN

1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN:

. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE? _____

. WHAT WAS THE PERCEIVED TARGET GROUPING:

. INDUSTRY (OR CLUSTER) _____

. OCCUPATION

. EMPLOYERS

. STUDENTS (ENTRY LEVEL) _____

Post trade studies.

Engineering cluster involved with electrical and electronic aspects, including business and commerce. Trade persons working in electrical field requiring an understanding of analog electronics.

The broadness of engineering area.

Increasing use of electronics in engineering.

2. WAS THE SYLLABUS DESIGNED FOR

. FULL TIME STUDENTS?

. PART TIME STUDENTS? _____

Part-time students.

Designed for persons in industry.

3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT?

N/A. But attainment certificates may be issued for units passed.

Short term course.

4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED?

N/A

Short term course.

5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES?

Each short course lists a general aim and a number of student oriented objectives based on the satisfactory mastery of topic occupational tasks.

Nature of course: modular or unitized.

6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER?

By arranging course topics in modules or units students may enter and exit where they wish. This flexible approach is governed by students meeting pre-requisite requirements.

Meeting industry and students' specific and current educational and training needs.

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	<i>From existing literature on electronics and particularly information on micro-processors. Also from courses offered elsewhere, e.g. RMIT.</i>	<i>Most relevant course data required.</i>
8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?	<i>Modular or unitized 'packaged' learning programme.</i>	<i>Flexibility.</i>
9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?	<i>See above.</i>	
10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY? • WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?	<i>Students are required to be currently employed in an electrical or electronic industry. The modules/units of each short course are designed to allow student entry at a number of levels.</i>	<i>These courses designed to meet the immediate educational/training needs of industry. Ease of access.</i>
11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?	<i>From occupational tasks which the students may be required to perform in the workplace.</i>	<i>Allows staff assessment of progress.</i>
12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?	<i>Mastery learning of occupational tasks. Essence is hands on experience to achieve skills in industry.</i>	<i>These short courses are essentially practical work biased.</i>

11. FORMAL ENDORSEMENT AND APPROVAL (USE OF DOCUMENTS)	13. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT?	Student objectives behaviourally expressed and written for each topic area of course. No written statements on quality control as such.	Nature of course structure.
	. WHAT WAS THE NATURE OF THE ASSESS'T? . WHAT WAS THE NATURE OF THE QUALITY CONTROL?		
	14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES?		
	. WHAT RESOURCES WERE COVERED? —	Written into submission document on special part-time staff - electronic hard and software.	The recent rapid growth in microprocessor technology.
	15. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO:		
	. LEARNING METHODOLOGY - GIVE DETAIL —	Yes - Lecturer guides —	Following pilot run guidelines written for lecturers.
	. SPECIAL STAFFING - " " —	Yes —	Technological growth.
	. SPECIAL EQUIPMENT - " " —	Yes —	As above.
	. SPECIAL ACCOMMODATION- " " —	Yes —	Not existing in all locations.
	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES ASSOCIATIONS, EMPLOYER GROUPS AND OTHERS GAVE ENDORSEMENT?	A continuous endorsement by study area committee and industry advisory comm- ittee, fully representative of industry and commerce associated with electrical and electronic aspects.	Existing standing committees added to for special areas.

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION.
- . COURSE DETAIL SUCH AS LEVEL OF AWARD,
LENGTH OF COURSE, FORM OF
PRESENTATION.
- . ORGANISATION OF COURSE.
- . ASSESSMENT PROCEDURES.
- . QUALITY CONTROL.
- . TEXTS AND REFERENCES.
- . LEARNING METHODOLOGY.

Area committee and advisory committee
were aware of all background informa-
tion.

Statements written in the curriculum
overall documentation, but such docu-
ments not formally submitted to
above committees for endorsement.

Historical development of
courses.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT(S) ADDRESSED?:
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET).

The drawing up of the final curriculum
documents for submission for final
approval were drawn up by a member of
the curriculum development sub-group
under contract within the control of
the Curriculum Research and Develop-
ment Section in consultation with
engineering liaison officer. SEO with
overview role.

Director of Operations through the
Technical Education Divisional Council
of Studies.

There was only one overall curriculum
document submitted.

Refer to attached check list.

The curriculum development sub-
group member closely associat-
ed with complete development
of the short courses
programme. The member was a
college staff person (i.e.
person contracted to prepare
final overall documents).

In effect there is no formal
submission seeking endorsement
as a separate CD process.
Endorsement is ongoing during
the developmental stages by
area committee and industry
advisory committee.

13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR SETTING AND MAINTAINING COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S)

No written statements, but in practice a continuing contact is made with industry and constructive feedback information sought.

Relevance.

2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL?

See CD process No. 10 Question No. 13.

3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN?

N/A

4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS?

Feedback occurred at every stage of development.

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

EDUCATION DEPT. OF WEST.
AUSTRALIA - TECHNICAL

TAFE AUTHORITY: EDUCATION DIVISION

CHECK LIST

TAFEC STREAM : 4
FIELD OF STUDY: 5

A PROGRAMME OF CO-VOCATIONAL COURSES: A
SERIES OF SHORT TERM VOCATIONAL COURSES AT
POST TRADE LEVEL TO ASSIST PERSONS IN THE
ELECTRICAL AND ELECTRONIC TRADES.

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS			Each unit has a general aim
COURSE OBJECTIVES	YES		
CLASSIFICATION OF AWARD	YES		Short course
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS		NO	
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS			Not as written statements
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY			No written statement
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES			See above
STUDENT ENTRY			Trade trained

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)			Length of unit/module flexible
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM			No statement
TAFEC FIELD OF STUDY			No statement
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		Module/unit
PRE-REQUISITES FOR SUBJECTS	YES		Trade
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS		NO	
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF		NO	
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		Flexible entry and exit
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Dept. policy statement
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS	?		
STAFF QUALIFICATIONS	?		
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

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T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 2: AIMED AT THE T.A.F.E. AUTHORITY'S
FORMALLY STRUCTURED CURRICULUM COMMITTEE LEVEL OF
RESPONSE ON CURRICULUM DEVELOPMENT PROCESSES.

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

T.A.F.E.C. STREAM: 3
T.A.F.E.C. FIELD OF STUDY:
(A MAJOR REVIEW)

NEW
REVISED

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT THE C.D. IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR STUDY HOW WAS THE EDUCATIONAL NEED COMMUNICATED TO THIS COMMITTEE? 1.1 C.D. MANAGER. 1.2 FROM COLLEGE/SCHOOL. 1.3 DIRECT FROM THE SOURCE. 2. WHAT IMMEDIATE ACTION IS TAKEN UPON RECEIPT OF INFORMATION RELATING TO AN EDUCATIONAL NEED? 2.1 FOR THE PLANNING AND DESIGN OF A NEW PROGRAMME. 2.2 A MAJOR REVISION. 2.3 A MINOR CHANGE.	TAFE lecturers in colleges who were in continuing communication with industry. A widespread feeling both internally and externally that the existing trade course was not meeting industry's needs. Initial reaction was to acquaint superintendent of study area and request action. Action: Through superintendent Curriculum Research & Development Section mounted a formal industry occupational analysis - job analysis 'JOAN' The survey was the first stage of a major review of course.	In all Australian states and Territories the interchange of ideas between TAFE lecturers and the industry allows an ongoing appraisal of college courses to take place. TAFE trade lecturers are recruited from industry. Divisional policy An approved research process. Periodic major reviews divisional policy.
2. INVESTIGATION OF THE NEED.	1. IN WHAT WAY DOES THE C.D. COMMITTEE BECOME INVOLVED IN THE INVESTIGATION OF THE NEED? 2. WHO AUTHORISES THE INVESTIGATION OF NEED? 3. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . OTHER MEANS - EXPLAIN.	The Curriculum Research and Development Section is the official centralised office to perform the role of surveying industry. Authority delegated to study area superintendent. Survey instrument: Job analysis.	Study area committees under the chairmanship of study area superintendent exist as do advisory committees representing the Education Dept. and industry. These committees react to survey data as presented by CR & D Section. During the curriculum development processes which follow initial research.

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3. INVESTIGATION OF THE DEMAND.

1. WHO AUTHORISES THE INVESTIGATION OF THE DEMAND?

Study area superintendent.

Asst. Director-General (Technical) is responsible for technical education in terms of line management functions. Director of Operations would authorise through superintendent.

2. WHO INVESTIGATES THE DEMAND?

- . MEMBER OF MEMBERS OF COMMITTEE.
- . A COLLEGE PERSON(S).
- . OTHER.

Accepted because of the ongoing enrolment in existing trade course. Also implicit in responses to job analysis carried out by CR & D Section. A divisional function.

Administrative structure of department.

3. WHAT METHOD IS USED TO APPRAISE DEMAND?

As for investigation of need.

Function of CR & D Section

4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND?

Survey instrument.

4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.

1. ARE POWERS INVESTED IN THE C.D. COMMITTEE TO GIVE APPROVAL TO PROCEED?

- . POWER TO MAKE DECISION.
- . RECOMMEND ONLY AND TO WHOM.
- . WHO MAKES THE DECISION.

Using data from survey the survey person (CR & D) prepares a draft report which is submitted to Divisional Council of Studies by study area superintendent for appraisal and recommendation to Director of Operations for approval to proceed.

As above.

2. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE?

A draft report.

3. WHAT PART DOES THE COMMITTEE PLAY IN DRAWING UP THE DOCUMENTS?

Drawn up by CR & D Section.

Dept. policy.

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5. APPROVAL OR APPROVAL
IN PRINCIPLE.

4. ARE OTHER GROUPS INVOLVED, NAME?

1. WHO MAKES DECISION TO APPROVE IN
PRINCIPLE?

The Director of Operations in terms of
line management responsibility.

Study area committee has a
watching brief over the
conduct and maintenance of
course.

2. HOW IS THE DECISION COMMUNICATED TO
THE COMMITTEE?

The study area superintendent is chair-
man of divisional standing study area
committee. This committee makes
recommendations as to resources needed
to continue project.

Part of organisational and
administrative structure of
the Technical Education
Division of the Education
Department of WA.

3. WHAT DOCUMENTATION IS REQUIRED AT
THIS STAGE?

The CR & D Section job analysis report
accompanied by an outline or overview
of the proposed revised course.

4. WHAT IMMEDIATE ACTION IS TAKEN BY THE
COMMITTEE/GROUP WHEN APPROVAL IN
PRINCIPLE IS GIVEN.

CR & D Section EO of the study area
consults with relevant college staff
and works through the SEO CR & D.

6. PLANNING THE
MANAGEMENT APPROACH.

1. IN THE PLANNING OF THE MANAGEMENT
APPROACH WHAT IS THE INVOLVEMENT OF
THE C.D. COMMITTEE/GROUP?
. TAKE FULL RESPONSIBILITY.

The education officer of the CR & D
Section who has the technical expertise
in the study area takes full respons-
ibility for planning the management
of the project.

Divisional policy.

EO is the HO executive officer of a
curriculum development sub-group which
is directly involved in the development
of the course curriculum. His
function may be described as a
curriculum development facilitator for
the group.

7. DESIGN OF THE C.D. PROCESSES AND THE APPOINTMENT OF SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)

1. WHAT PART DOES THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE/GROUP PLAY IN APPOINTING THE C.D. TEAM LEADER.
2. IF THE H.O. STRUCTURED COMMITTEE APPOINTS THE C.D. TEAM LEADER WHAT CRITERIA IS USED TO MAKE THE SELECTION?

The EO of CR & D Section is the team leader.

Divisional policy.

The EO is usually an experienced educationist in the study area trained in curriculum research and development processes.

Expertise and CD skill.

3. WHO SELECTS REMAINDER OF C.D. TEAM?

- . THE TEAM LEADER.
- . ~~THE PERMANENT H.O. STRUCTURED C.D. COMMITTEE.~~
- . ~~OTHER~~

EO identifies the persons required for the further development of the course curriculum.

As above.

4. TO WHOM IS THE C.D. TEAM DIRECTLY RESPONSIBLE?

Report to study area committee through its chairman, who is study area superintendent (from time to time).

Policy.

5. FROM WHERE ARE THE C.D. TEAM MEMBERS SELECTED?

- . ~~STATE-WIDE.~~
- . SEVERAL COLLEGES.

Selected from several colleges where course will be offered. Course probably will be offered over a wider range of colleges than above.

A proper mix of field representation.

8. THE LINK WITH THE FORMAL DEPARTMENTAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOP.

1. WHAT IS THE STRUCTURAL RELATIONSHIP BETWEEN THE H.O. STRUCTURED C.D. COMMITTEE/GROUP AND THE DEPARTMENTAL BRANCH RESPONSIBLE FOR C.D.?

- . ~~ONE C.D. COMMITTEE TO SERVE ALL C.D.~~
- . SEPARATE C.D. COMMITTEE FOR EACH C.D. AREA.
- . HOW MANY PERMANENT C.D. COMMITTEES, ARE THERE TO SERVICE NEW-REVISED PROGRAMMES?

The particular divisional study area (committee) in this instance the electrical trade).

A study area committee exists for each separate area (i.e. a cluster).

Divisional policy.

9. COURSE DESIGN
(STRATEGIES, ADVICE,
LIBRARY SEARCH,
OCCUPATIONAL SURVEY,
METHODOLOGY ETC.)

. HOW ARE C.D. COMMITTEE MEMBERS SELECTED?

- . HEAD OFFICE.
- . COLLEGES.
- . H.O. AND FIELD.

1. WHAT ARE THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE(S)
RESPONSIBILITIES FOR THE DESIGN OF
THE COURSE?

- . TAKE FULL RESPONSIBILITY.
- . PUT INTO EFFECT A COURSE DESIGN
DRAWN UP BY OTHERS.
- . DESIGN A COURSE ALONG SET GUIDE-
LINES FROM ANOTHER GROUP.

EO through SEO of CR & D takes full
responsibility for course design while
performing as team leader.

EO examined a number of interstate
electrical trade courses for structure
and course content.

Other states, particularly
Victoria, had courses designed
along modular lines. This
mode was of interest to
committee.

2. IF THE H.O. PERMANENT C.D. COMMITTEE
WAS (IS) RESPONSIBLE FOR THE COURSE
DESIGN.

- . WHAT PERSONS/GROUPS/ASSOCIATIONS
WHERE CONSULTED?
- . WHAT SOURCE SEARCH WAS CARRIED OUT?
- . WHAT DESIGN METHODOLOGY WAS USED?

Apart from the job analysis, no further
consultation made with industry at this
developmental stage.
Interstate courses - Library search.
A spiral course design using a modular
structure.

Not considered necessary to
consult further - data in
hand.
Considered most effective to
meet perceived need.

1402

1403

10. SYLLABUS DESIGN

- | | | |
|---|---|--|
| 1. ASSUMING THAT THE H.O. PERMANENT FORMALLY STRUCTURED C.D. COMMITTEE/ GROUP WAS (IS) RESPONSIBLE FOR THE COURSE DESIGN: | Trade apprentice course. | Electrical industry covers a wide range. |
| . WHAT WAS THE PERCEIVED LEVEL OF THE COURSE? | | |
| . WHAT WAS THE PERCEIVED TARGET GROUPING: | | |
| . INDUSTRY (OR CLUSTER) | A cluster of related electrical occupations and industries. | Apprentice system. |
| . OCCUPATION | | |
| . EMPLOYERS | | |
| . STUDENTS (ENTRY LEVEL) | Usually year 10, but employer selected. | |
| 2. WAS THE SYLLABUS DESIGNED FOR | | |
| . FULL TIME STUDENTS? | | |
| . PART TIME STUDENTS? | Part-time. | |
| 3. WHAT LEVEL OF ACCREDITATION WAS AIMED AT? | Industrial Training Board of the State Dept. of Labour & Industry (Trade award). | Legal authority. |
| 4. WHAT ACCREDITING AUTHORITY WAS CONSIDERED? | As above. | |
| 5. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES? | No general course aim, but because the course is modular in structure there are terminal objectives set for each module. Objectives in student behavioural terms. | Trade education/training is essentially task oriented. |
| 6. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STRUCTURE IN SEQUENTIAL ORDER? | <ul style="list-style-type: none"> . Influence of existing course. . Prior knowledge of students . Educational principles. | Modular structure allows flexibility of course sequence. |

7. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTEXT?

*Data from industry survey, i.e. the job analysis.
Also dictated by regulatory authority.*

8. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION?

Spiral arrangement through modules.

9. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSE SUBJECT CONTENT AND WHO WERE TO BE CONSULTED?

As above.

10. WHAT PRE-REQUISITE WERE CONSIDERED NECESSARY?

. WHAT BRIDGING SUBJECTS (IF ANY) WERE PLANNED IN ORDER TO QUALIFY STUDENTS?

Not any, trade apprentice open access (in effect most enter Year 10 or above)

TAFE philosophy and apprentice training tradition.

11. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES?

*All modules have terminal objectives expressed in behavioural terms.
Criterion referenced assessment.
Skill performance through mastery learning.*

Task oriented.

12. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE?

Objective type tests and/or skill performance. Testing according to occupational task.

More positive measure of attainment.

11. FORMAL ENDORSEMENT
AND APPROVAL
(USE OF DOCUMENTS)

1407

13. WERE ASSESSMENT AND OTHER QUALITY
CONTROL STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT?

- . WHAT WAS THE NATURE OF THE ASSESS'T?
- . WHAT WAS THE NATURE OF THE QUALITY
CONTROL?

Yes - in final submission document.

See above.

No quality control written statement.
Quality control is implicit in
terminal objectives.

14. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO
RESOURCES?

- . WHAT RESOURCES WERE COVERED?

Some resources mentioned.

The study area committee
approved resource needs at
earlier stage.

15. WERE STATEMENTS WRITTEN INTO THE
SYLLABUS DOCUMENT RELATING TO:

- . LEARNING METHODOLOGY - GIVE DETAIL
- . SPECIAL STAFFING - " "
- . SPECIAL EQUIPMENT - " "
- . SPECIAL ACCOMMODATION - " "

Yes - Teaching guide.

No

No

No

1. IN THIS PARTICULAR CASE STUDY WHAT
AUTHORITIES ASSOCIATIONS, EMPLOYER
GROUPS AND OTHERS GAVE ENDORSEMENT?

- . The study area committee made up of
study area superintendent and heads
of depts.
- . The Advisory Trade/Industry
Committee with a wide representation
from industry examine submission and
endorse or otherwise.

This function of endorsement
allows the further passage
of submission for final
approval.

1408

12. FINAL APPROVAL AND
ACCREDITATION
(FULL DOCUMENTATION)

2. IN THE SYLLABUS DOCUMENT ADDRESSED TO
THE ABOVE GROUPS SEEKING THEIR
ENDORSEMENT, WERE WRITTEN STATEMENTS
MADE RELATING TO:

- . BACKGROUND INFORMATION. _____ Yes
- . COURSE DETAIL SUCH AS LEVEL OF AWARD,
LENGTH OF COURSE, FORM OF
PRESENTATION. _____ Yes
- . ORGANISATION OF COURSE. _____ Yes
- . ASSESSMENT PROCEDURES. _____ Yes
- . QUALITY CONTROL. _____ No, implicit.
- . TEXTS AND REFERENCES. _____ Yes
- . LEARNING METHODOLOGY. _____ Yes

Full range of information to
allow better appraisal.

1. DOES THE H.O. PERMANENT FORMALLY
STRUCTURED C.D. COMMITTEE/GROUP HAVE
THE RESPONSIBILITY FOR DRAWING UP THE
FINAL DOCUMENTATION FOR FINAL APPROVAL
AND/OR ACCREDITATION SUBMISSION?
IF THE ANSWER IS YES:

- . TO WHOM WAS THE FINAL SUBMISSION
DOCUMENT(S) ADDRESSED?: _____
(E.G. MINISTER, DIRECTOR GENERAL,
STATUTORY ACCREDITATION BODY)?
- . IN WHAT WAY DID THE DOCUMENTATION OF
THE FINAL SUBMISSION DIFFER FROM THE
DOCUMENTATION SUBMITTED FOR ENDORSE-
MENT TO THE BODIES LISTED ABOVE?
- . WHAT CRITERIA WERE USED TO FORM THE
CONTENT OF THE FINAL APPROVAL/
ACCREDITATION DOCUMENTATION. AND
WHAT WAS THE FORMAT OF THE SUBMISSION?
(DETAIL CHECKED ON SEPARATE SHEET).

The education officer of the Curricu-
lum Research and Development Section
becomes the secretary of the
Divisional Council of Studies for the
presentation of this programme, is
responsible for putting the full
submission into the correct document-
ary form.

To the Director of Operations after
recommendation from the Divisional
Council of Studies.

The document is the same as that
prepared by EO of CR & D for endorse-
ment by area committee and advisory
committee.

See attached check list.

Divisional policy.

Policy

Policy

1409

1410

13. QUALITY CONTROL
INFORMATION ON
STRATEGIES FOR
SETTING AND
MAINTAINING COURSE
STANDARDS INCLUDING
THE QUALITY OF THE
C.D. PROCESSES.

1. WHAT QUALITY CONTROL STATEMENTS WERE
WRITTEN INTO THE CURRICULUM DOCUMENT(S)

Refer to responses on assessment.

2. WHAT STATEMENTS WERE MADE ON THE TYPE
OF ASSESSMENT - GIVE DETAIL?

Refer to responses on assessment.

3. WERE QUALITY CONTROL MECHANISMS
MANDATORY OR GUIDELINE - EXPLAIN?

Refer to responses on assessment.

4. WERE FEED BACK LOOPS USED TO CHECK
EACH STAGE OF THE C.D. PROCESS?

Implicit in processes used.

FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM : 3
FIELD OF STUDY: 5

TAFE AUTHORITY: ED.DEPT. OF WESTERN
AUSTRALIA - TECHNICAL
EDUCATION DIVISION
ELECTRICAL TRADES COURSE. ELECTRICAL
FITTER MECHANIC

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS		NO	Modular
COURSE OBJECTIVES	YES		Terminal for module topics
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION	YES		
EMPLOYMENT STATEMENT		NO	
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED	YES		
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION	YES		
PROPOSED ACCREDITING AUTHORITY			Not stated in syllabus document
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES			
STUDENT ENTRY		NO	Trade trained

1412

1413

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)	YES		
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM			Not stated
TAFEC FIELD OF STUDY			Not stated
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS		NO	Modular
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.		NO	
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES			Module topic objectives
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING, ETC.			Module assessment
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>		NO	
STATUS AND EXCEPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION		NO	
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT		NO	

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES		NO	
. INTERNAL			
. EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Dept. Policy Statement
QUALITY CONTROL PROCEDURE		NO	
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

1415

EDUCATION DEPARTMENT OF WESTERN AUSTRALIA
TECHNICAL AND FURTHER EDUCATION DIVISION

731

T.A.F.E. AUTHORITY:

QUESTIONNAIRE NO. 1 LEVEL: DEPARTMENTAL C.D. MANAGER

PROGRAMME: ARCHITECTURAL DRAFTING
DIPLOMA

T.A.F.E.C. STREAM: 2

NEW

T.A.F.E.C. FIELD OF STUDY: 2

REVISED

A DATA COLLECTION INSTRUMENT TO BE USED FOR EACH CASE STUDY

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESSES	RESPONSE TO QUESTION	REASON IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
1. RECOGNITION OF THE EDUCATIONAL NEED.	1. FOR THIS PARTICULAR CASE STUDY WHO MADE THE FIRST CONTACT EXPRESSING EDUCATIONAL NEED? 2. FOR THIS LEVEL OF PROGRAMME IS THIS THE USUAL APPROACH? 3. WHAT OTHER AVENUES ARE THERE FOR THE EXPRESSION OF THE NEED? 4. WOULD THE APPROACH TO THE DEPARTMENT BE DIFFERENT IF THE NEED WAS FOR A: - MAJOR REVIEW - A REVISION OF PART - MINOR MODIFICATION? 1. BY PERSONAL CONTACTS? 2. LETTER? TELEPHONE? 1. AT WHAT LEVEL WITHIN THE DEPT. WAS THE CONTACT MADE? - H.O. - COLLEGE - SCHOOL - SECTION	Six members of Dept. of Architecture and Building Studies at the Leederville Technical College. Yes - But the initiate could have been taken externally. External parties or individuals may make a formal approach to the study area superintendent. This exercise could be described as a combination of a major review and a new program of study. A combination of communication modes. The official contact was made by the college staff to the study area supt. and also to the SEO of the Curriculum Research and Development Section.	Staff members in continuing liaison with architectural and building interests in WA. The changes taking place in the role of draftsman. Study area superintendent for most major studies areas. The study area supt. is the first organisational link in the curriculum development process. It is departmental policy for curriculum development to be centred in the Curriculum Research and Development Section under SEO.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
2. INVESTIGATION OF THE EDUCATIONAL NEED.	1. FORMAL I.E. BY OFFICIAL COMMUNICATION TO C.D. BRANCH/SECTION OR DIRECTOR. 2. INFORMAL I.E. INFORMAL CHECK OUT BY COLLEGE/SCHOOL/SECTION. 1. IS THE INITIAL INVESTIGATION OF THE NEED EFFECTED BY: . H.O. . COLLEGE - PRINCIPAL DIRECTED . SCHOOL - " " . SECTION - PERSON I/C " 2. HOW IS THE NEED APPRAISED? . INDUSTRIAL VISIT TO SOURCE OF INFORMATION. . WHAT KIND OF CHECKLIST IS USED? . URGENCY OF THE NEED . PRIORITY " " " . RESOURCES REQUIRED TO MEET NEED.	Checked informally in the first instance by college staff. College staff in consultation with study area superintendent. With the validity of the need established its feasibility was appraised by balancing the perceived need/demand with available resources.	Close association with industry. Dialogue with industry clearly indicated a change in course. Determination of priority.
3. INVESTIGATION OF THE DEMAND.	1. WHO AUTHORISES THE INVESTIGATION OF DEMAND? H.O. - COLLEGE - SCHOOL - SECTION. 2. WHO INVESTIGATES THE DEMAND AND AT WHAT DEPARTMENTAL LEVEL? . H.O. . COLLEGE . SCHOOL . SECTION	The study area superintendent in his close association with college staff. College staff. The enrolment pattern of the existing course indicated a steady ongoing demand. This demand data readily accepted at all levels within the study area.	Mainly a major review of and existing course.

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
3. INVESTIGATION OF THE DEMAND. (Cont'd) 4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR DECISION TO PROCEED.	3. METHOD OF CHECKING DEMAND . OCCUPATIONAL SURVEY. 4. WHAT RESEARCH METHOD WAS USED TO MEASURE AND VERIFY DEMAND? 1. WHO MAKES THE DECISION TO PROCEED? . C.D. BRANCH - WHAT LEVEL OF STATUS. . DIRECTOR OR SIMILAR RANKED PERSON. . COLLEGE. 2. TO WHAT EXTENT DOES THE DEPARTMENT'S INTERPRETATION OF T.A.F.E. PHILOSOPHY AFFECT DECISION TO PROCEED. 3. WHAT DOCUMENTATION IS NECESSARY AT THIS EARLY STAGE. 4. HOW IS THE PRIORITY TO PROCEED WITH THE COURSE ACHIEVED AND WHAT FACTORS INFLUENCE THE PRIORITY? . TAUGHT ELSEWHERE. . COST. . OTHER.	See above. See above The Director of Operations who is currently the chairman of the Divisional Council of Studies - the top decision making group in the area of curriculum. Vocational education. A single page draft proposal. . The time since last review . The number of students . Pressure from industry . Availability of staff	The need for a close working relationship between service branches and the operation of college programmes. Departmental policy calls for major reviews of courses every five years.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
5. APPROVAL OR APPROVAL IN PRINCIPLE.	1. WHO MAKES THE DECISION TO APPROVE IN PRINCIPLE.	This process has been subsumed in the CD process No. 4 above.	Organisational policy of course approval.
	2. WHAT DOCUMENTATION IS REQUIRED AT THIS STAGE.	See 4/3 above.	
	3. WHAT PERSONS AND/OR GROUPS ARE INVOLVED IN THIS PROCESS AND IN WHAT SEQUENCE.	See 6/1 below.	
6. PLANNING OF THE MANAGEMENT APPROACH	1. AT WHAT LEVEL IS THE INITIAL MANAGEMENT PLANNED AND BY WHOM.	In this particular case the planning of the management of the project was effected by study area superintendent.	Not generally the case. More often than not it is the responsibility of the SEO Curric. Research & Dev. Section.
	2. WHAT IS THE EXTENT OF THIS INITIAL MANAGEMENT. . OVERVIEW. . DETAILED.	A general overview.	The more detailed aspects of the management was performed by SEO CRD working with EO.
	3. WHAT OTHER H.O. BRANCHES/SECTIONS ARE INVOLVED IN THIS INITIAL MANAGEMENT.	None.	
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS)	1. WHO MAKES THE APPOINTMENT OF THE TEAM LEADER.	The study area supt. and the study area person at the college.	Student area supt.'s. role in the divisions organisational structure.
	2. WHAT CRITERIA ARE USED IN SELECTION OF TEAM LEADER.	. Expertise in the study area . Experience . Personal qualities.	
	3. WHO SELECTS THE C.D. GROUP. . TEAM LEADER.	Team leader in co-operation with the study area supt. and head of section/school in college.	At this stage nominations were widely canvassed for membership on a syllabus review board: industry - not 230c.
	H.O. DECISION MAKERS.		

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS.	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
7. DESIGN OF THE C.D. PROCESSES AND THE SUITABLE PERSONS TO FORM A C.D. TEAM OR ITS EQUIVALENT ACCORDING TO THE MANY DESIGNS WHICH MAY ENSURE (THE PROPER MIX OF EXPERIENCED PERSONS). (Cont'd)	4. WHAT IS THE STRUCTURE OF THE C.D. GROUP. . H.O. PERMANENT COMMITTEE. . SECONDED FIELD PERSONS OPERATING AT H.O. LEVEL. . A MIX OF H.O. AND FIELD NOT FORMALLY STRUCTURED.	A combination of head office persons and representatives from the industry - formally structured.	It is the policy of the dept. to thoroughly involve industry in the curriculum development process - course design.
	5. WHAT ARE THE RESPONSIBILITIES OF THE GROUP.	To review the existing course and recommend and endorse changes.	As above.
	6. WHAT DECISION MAKING POWERS ARE VESTED IN THE GROUP.	. Major decision making powers on course content	Study area standing committee's strong feature in recommending course content.
	7. WHAT GUIDELINES ARE GIVEN TO THE C.D. TEAM OR ITS EQUIVALENT REGARDING THE NATURE OF THE C.D. ACTIVITY?	. Existing course aims plus advice on divisional policy.	
8. THE LINK WITH THE DEPARTMENTAL FORMAL PERMANENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEV.	1. WHAT IS THE FORMAL DEPARTMENT STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT.	. The Curriculum Research and Development Section	Curriculum development is a centralised function within the WA Education Department.
	2. WHAT RELATIONSHIPS ARE THERE WITH OTHER DEPARTMENT BRANCHES - SECTIONS ETC.	. Staff development for staff renewal	
	3. WHAT IS THE RELATIONSHIP BETWEEN THE C.D. GROUP SET UP TO CARRY OUT THE C.D. FOR THE COURSE CONCERNED AND THE H.O. FORMAL C.D. STRUCTURE.	. The SEO CR & D is chairman of the Syllabus Review Board.	

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
9. COURSE DESIGN (STRATEGIES, ADVICE LIBRARY SEARCH, OCCUPATIONAL SURVEY, METHODOLOGY, ETC.)	1. WHAT DESIGN STRATEGY(IES) WERE ADOPTED FOR THIS COURSE. 2. WHAT PERSONS - GROUPS - ASSOCIATIONS WERE CONSULTED IN RELATION TO THE COURSE. 3. WAS AN INFORMATION RETREIVAL CARRIED OUT ON EXISTING DATA PERTAINING TO THE COURSE E.G. AUSINET. 4. WHAT LITERARY RESEARCH WAS UNDERTAKEN. 5. WHAT DESIGN METHODOLOGY WAS USED?	. Communications with - Other states (similar courses) - City and Guilds - London courses . Industrial groups . Professional associations. No Library search.	Relevant data. Client input
10. SYLLABUS DESIGN.	1. WHAT WAS THE PERCEIVED LEVEL OF THE COURSE. 2. WHAT WERE THE PERCEIVED TARGET GROUPINGS . INDUSTRY (OR CLUSTER) . OCCUPATION . EMPLOYERS . STUDENTS - ENTRY LEVEL	TAFEC Stream 2 (Diploma) Occupational Architectural Drafting WA Achievement Certificate, Yr. 10	Demand from industry for a para-professional in the study area. Policy.

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
10. SYLLABUS DESIGN (Cont'd)	3. WHAT LEVEL OF ACCREDITATION AIMED AT, AND WHAT TYPE OF ACCREDITING AUTHORITY WAS CONSIDERED.	- Internal accreditation - In this instance - Director of Operations	
	4. WHAT WERE THE MAIN FACTORS INFLUENCING THE ADOPTION OF THE COURSE AIMS AND OBJECTIVES.	- Occupational tasks - job description - Demarcation of professional/para professional	
	5. WHAT FACTORS INFLUENCED THE STRUCTURE OF THE COURSE I.E. STAGES IN SEQUENTIAL ORDER.	- Existing course - Past experience of student - Divisional policy (e.g. Diploma - 5 stages P/T)	
	6. HOW WAS IT PLANNED TO ARRIVE AT THE COURSE CONTENT?	- Occupational analysis - Existing course content	Most relevant to the perceived need.
	7. WHAT MODE OF PRESENTATION WAS PLANNED FOR ADOPTION.	Subject oriented.	
	8. WHAT METHOD WAS DESIGNED TO ASCERTAIN INDIVIDUAL COURSES SUBJECT CONTENT - WHAT SOURCES WERE TO BE CONSULTED.	Consultation between Syllabus Review Board and college staff.	
	9. WHAT PRE-REQUISITES WERE CONSIDERED NECESSARY AND WERE BRIDGING SUBJECTS PLANNED IN ORDER TO QUALIFY STUDENTS.	Nil. Prerequisites naturally occur in the later stages of course.	Policy.
	10. WHAT CRITERIA WERE ESTABLISHED TO GUIDE THE WRITING OF SUBJECT AIMS AND OBJECTIVES.	A close examination of the occupational tasks revealed by analysis.	Relate strongly to course content (subject content)

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
	11. WHAT TYPE OF ASSESSMENT WAS PLANNED AND WHAT FACTORS INFLUENCED THE CHOICE. 12. WERE ASSESSMENT AND OTHER QUALITY CONTROL STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT? . WHAT WAS THE NATURE OF THE ASSESSMENT? . WHAT WAS THE NATURE OF THE QUALITY CONTROL? 13. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO RESOURCES? . WHAT RESOURCES WERE COVERED? 14. WERE STATEMENTS WRITTEN INTO THE SYLLABUS DOCUMENT RELATING TO LEARNING METHODOLOGY, SPECIAL STAFF AND SPECIAL EQUIPMENT AND ACCOMMODATION? . WHAT WAS THE NATURE OF EACH STATEMENT?	<i>A combination of assessment types tending toward continuous assessment.</i> <i>Statements on assessment.</i> <i>Not in detailed form.</i> <i>Teaching guide listed in submission document.</i>	<i>QC implicit in periodic review.</i> <i>Policy.</i>
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS.	1. IN THIS PARTICULAR CASE STUDY WHAT AUTHORITIES, ASSOCIATIONS, EMPLOYER GROUPS AND OTHER GAVE ENDORSEMENT.	<i>The Syllabus Review Board has wide industrial representation and their inputs constitute an ongoing endorsement of the course.</i>	<i>Structural.</i>

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CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELAVANT TO C. D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
11. FORMAL ENDORSEMENT AND APPROVAL OF DOCUMENTS. (Cont'd)	2. IN THE SYLLABUS DOCUMENT ADDRESSED TO THE ABOVE GROUPS SEEKING THEIR ENDORSEMENT, WERE WRITTEN STATEMENTS MADE RELATING TO: BACKGROUND INFORMATION _____ COURSE DETAIL SUCH AS LEVEL OF AWARD, LENGTH OF COURSE, FORM OF PRESENTATION, _____ ORGANISATION OF THE COURSE. _____ ASSESSMENT PROCEDURES AND QUALITY CONTROL. _____ TEXTS AND REFERENCES. _____ LEARNING METHODOLOGY. _____	No Yes Yes Assessment only. Yes Yes - Teacher's guide.	Departmental policy.
12. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION.	1. TO WHOM WAS THE FINAL SUBMISSION DOCUMENT(s) ADDRESSED?: E.G. MINISTER, DIRECTOR GENERAL, STATUTORY ACCREDITING BODY?) 2. IN WHAT WAY DID THE DOCUMENTATION OF THE FINAL SUBMISSION DIFFER FROM THE DOCUMENTATION SUBMITTED FOR ENDORSEMENT TO THE BODIES LISTED ABOVE? 3. WHAT CRITERIA WERE USED TO FORM THE CONTENT OF THE FINAL APPROVAL/ACCREDITATION DOCUMENTATION AND WHAT WAS THE FORMAT OF THE SUBMISSION? (DETAIL CHECKED ON SEPARATE SHEET)	Director of Operations The final submission documentation included further internal administrative and general detail See check list.	Organisational - Structural

CURRICULUM DEVELOPMENT PROCESSES	QUESTIONS RELEVANT TO C.D. PROCESS	RESPONSE TO QUESTION	REASON, IF ANY, FOR CARRYING OUT C.D. PROCESS IN A PARTICULAR WAY.
13. QUALITY CONTROL INFORMATION ON STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS INCLUDING THE QUALITY OF THE C.D. PROCESS.	1. WHAT QUALITY CONTROL STATEMENTS WERE WRITTEN INTO THE CURRICULUM DOCUMENT(S). 2. WHAT STATEMENTS WERE MADE ON THE TYPE OF ASSESSMENT - GIVE DETAIL. 3. WERE QUALITY CONTROL MECHANISMS MANDATORY OR GUIDELINE - EXPLAIN. 4. WERE FEED BACK LOOPS USED TO CHECK EACH STAGE OF THE C.D. PROCESS.	<i>Nil</i> <i>. Assessment - Classwork</i> <i>. Assessment - Major/minor assignments</i> <i>. Assessment - Written examination</i> <i>N/A</i> <i>Implicit in the curriculum development model.</i>	<i>Centrally set and marked</i>

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FINAL APPROVAL/ACCREDITATION DOCUMENTATION (RELATES TO CD PROCESS NO.12
ON QUESTIONNAIRE NO.2)

CHECK LIST

TAFEC STREAM : 2
FIELD OF STUDY:

TAFE AUTHORITY: ED. DEPT. OF WESTERN
AUSTRALIA - TECHNICAL
EDUCATION DIVISION
ARCHITECTURAL DRAFTING DIPLOMA

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
<u>BACKGROUND</u>			
. NEEDS DATA, e.g. NEED INVESTIGATION	YES		
. DEMAND DATA, e.g. ANALYSIS	YES		
TYPE OF PROGRAMME ACTIVITY			
COURSE TITLE	YES		
COURSE AIMS	YES		
COURSE OBJECTIVES		NO	
CLASSIFICATION OF AWARD	YES		
REASON FOR CLASSIFICATION		NO	
EMPLOYMENT STATEMENT	YES		
DESCRIPTION OF ADVISORY BODIES/GROUPS	YES		
CURRICULUM DEVELOPMENT PROCESSES USED		NO	
RECOMMENDATIONS AND ENDORSEMENTS	YES		
HOW COURSE IS TO BE IMPLEMENTED AND LOCATION	YES		
DATE PROPOSED FOR ACCREDITATION		NO	
PROPOSED ACCREDITING AUTHORITY		NO	
<u>SYLLABUS DOCUMENT</u>			
TITLE OF COURSE	YES		
LEVEL OF AWARD	YES		
AIMS AND OBJECTIVES	YES		
STUDENT ENTRY	YES		

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CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
LENGTH OF COURSE (TOTAL HOURS)			
. FULL TIME			
. PART TIME STUDY	YES		
TAFEC STREAM		NO	
TAFEC FIELD OF STUDY		NO	
<u>STRUCTURE OF COURSE</u>			
TABLE OF STAGES SHOWING PROGRESSION OF INDIVIDUAL COURSE SUBJECTS	YES		
PRE-REQUISITES FOR SUBJECTS		NO	
SUBJECT HOURS: DETAIL OF SUBJECT ARRANGEMENT i.e. LECTURE - PRACT. - LAB. ETC.	YES		
INDIVIDUAL SUBJECT AIMS AND OBJECTIVES	YES		
INDIVIDUAL SUBJECT ASSESSMENT, WEIGHTING ETC.	YES		
TEXTS AND REFERENCE FOR INDIVIDUAL SUBJECTS	YES		
SPECIAL CONDITIONS FOR SUBJECT, e.g. EQUIPMENT, ACCOMMODATION, STAFF	YES		
ATTENDANCE DATA	YES		
<u>RELATIONSHIP TO OTHER PROGRAMMES AND OTHER INSTITUTIONS</u>			
STATUS AND EXEMPTIONS FOR PREVIOUS AWARDS - EXPERIENCE	YES		
TRANSFER FROM OLD TO NEW IN CASE OF A MAJOR REVISION	YES		
RELATIONSHIP TO OTHER DEPARTMENT PROGRAMMES	YES		
RELATIONSHIP TO OTHER PROGRAMMES EXTERNAL TO DEPARTMENT	YES		

CURRICULUM DOCUMENTATION CRITERIA	INCLUDED	NOT INCLUDED	COMMENT
CREDIT TRANSFER TO OTHER SIMILAR COURSES			Not stated
• INTERNAL			
• EXTERNAL			
IMPLEMENTATION, WHOLE OR PART, IN OTHER INSTITUTIONS		NO	
<u>EDUCATIONAL SERVICES AND RESOURCES</u>			
STAFF DEVELOPMENT NEEDS		NO	
CURRICULUM RESOURCES NEEDS		NO	
FUTURE CURRICULUM REVIEW			Dept. policy statement
QUALITY CONTROL PROCEDURE			Not stated
STAFFING REQUIREMENTS		NO	
STAFF QUALIFICATIONS		NO	
SUPPORT STAFF		NO	
ADDITIONAL RESOURCES FOR PROGRESSION OF COURSE		NO	

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SECTION IV

COMPARATIVE ANALYSIS
OF T.A.F.E. VOCATIONAL CURRICULUM DEVELOPMENT
PROCESSES IN AUSTRALIA

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COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
INVESTIGATION OF THE EDUCATIONAL NEED.

CHARACTERISTICS - C.O. PROCESS	A.C.T.	N.S.W.	N.T.	QLD.	S.A.	TAS.	VIC.	W.A.
<u>WHO INVESTIGATES</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>HOW IS IT APPRAISED</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>DEFINING STUDENTS (TARGET)</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>RELATION TO OTHER COURSES</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>PRIORITY OF COURSE</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>RESOURCES REQUIRED</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>C.O. RESOURCES</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>COLLEGE INVESTIGATION</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>INDUSTRIAL RESOURCES</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>TECHNICAL RESOURCES</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.
<u>FINANCIAL RESOURCES</u>	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.	CASE STUDIES B.T.C. B.T.C.

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COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
SUBMISSION OF COURSE PROPOSAL FOR CURRENT ANALYSIS PERMISSION TO PROCEED

CHARACTERISTICS - C.D. PROCESS	A.C.T.	N.S.W.	N.T.	Q.L.D.	S.A.	T.A.S.	V.I.C.	W.A.
DECISION TO PROCEED	CASE STUDIES B.T.C. B.V.C. C.T.C. UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.	CASE STUDIES UNIVERSITY DESIGN SECRETARIAT STS PROPOSING C.T.C. WELFARE C.T.C.
URGENCY OF NEED	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE	INDUSTRY PRESSURE POLITICAL PRECEDENTS STANDARD COMPETITIVE INDUSTRIAL TRAINING COMW. NOT MEETING NEED COLLEGE EXISTING COURSE NOT AVAILABLE PROFESSIONAL ASSOC. CONCERN THIS INITIAL PROCESS NOT AVOID TECHNOLOGY CHANGE
EXISTING ELSEWHERE?	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID	WITHIN THE AUTHORITY ELSEWHERE IN STATE INTERSTATE EXISTING COURSE - REVIEW NEW DISCREPANCY THIS INITIAL PROCESS NOT AVOID
RESOURCES - COSTING DATA	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED	CURRICULUM COSTS IMPLEMENTATION COSTS WITHIN CURRENT BUDGET BUDGET UP COSTS HUMAN RESOURCES MATERIAL RESOURCES RESOURCES NOT LISTED ADMINISTRATIVE RESOURCES THIS INITIAL PROCESS NOT AVOID ADMINISTRATIVE RESOURCES NOT LISTED

COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
APPROVAL IN PRINCIPLE

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CHARACTERISTICS - C.D. PROCESSES	A. C. T.	N. S. W.	N. T.	Q. L. D.	S. A.	T. A. S.	V. I. C.	W. A.
WHO APPROVES IN PRINCIPLE?	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT
DOCUMENTATION	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT
PERSONNEL INVOLVED AND SEQUENCE	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT	CASE STUDIES INTERIM DESIGN SECRETARIAT UNIT SCIENCE CURT WELFARE CURT
HEAD OF RESEARCH BRANCH								
HEAD OF SCHOOL								
SUBJECT EXPERT(S)								
STANDING COMMITTEE(S)								
SYLLABUS COMMITTEE(S)								
COLLEGE COORDINATOR								
BOARD OF STUDIES								
SUPTS C.D. & RESEARCH BRANCH								
HEAD OF SCHOOL, EXTENSIVE INSTN								
SPECIAL AD HOC GROUP(S)								
ASST. PRINCIPAL								
C.D. OFFICER IN COLLEGE								
COLLEGE RESEARCH COMMITTEE								
RESEARCH BRANCH UNIT								
OTHER SUPPORT SERVICE BRANCH								
THIS C.D. PROCESS NOT APPLIC								
STATE COURSE CO-ORDINATOR								
REGIONAL STUDY								
HEAD OF STUDY AREA								
FIELD SUPERVISOR								
EXECUTIVE OFFICER								
STUDY AREA SUPT								

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COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
LINK WITH FORMAL CURRICULUM/RESEARCH BRANCH/DIV OF THE STATE T.A.F.E. AUTHORITY

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CHARACTERISTICS - C. & D. PRICES	A.C.T.	N.S.W.	N.T.	Q.L.D.	S.A.	T.A.S.	VIC.	W.A.
RELATIONSHIP OF C.D. TO SYLLABUS SUB COMMITTEE								
C.D. AS EXECUTIVE OFFICER P.T.O. C.B. CHAIRS MOORE (C.D.) ASST. PRINCIPAL CURRIC. DEV. OFFICER HEAD OF SCHOOL SUBJECT EXPERTS PROGRAM COMMITTEE (S) BOARD OF STUDIES ED. RESEARCH DIV/SECTION C.D. CO-RESEARCH AS CONSULTANT STATE CO-ORDINATOR EDUC. OFFICER CURRIC. DEV. BRANCH/DIV FIELD SUPERVISOR HEAD OF STUDY AREA L.A.F.E. SERVICES EXECUTIVE OFFICER C.F.O. R.D.S. CHAIRS REVIEW STUDY AREA SUPT	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.
RELATIONSHIP OF C.D. TO SYLLABUS SUB COMMITTEE								
C.D. AS EXECUTIVE OFFICER P.T.O. C.B. CHAIRS MOORE (C.D.) ASST. PRINCIPAL CURRIC. DEV. OFFICER HEAD OF SCHOOL SUBJECT EXPERTS PROGRAM COMMITTEE (S) BOARD OF STUDIES ED. RESEARCH DIV/SECTION C.D. CO-RESEARCH AS CONSULTANT STATE CO-ORDINATOR EDUC. OFFICER CURRIC. DEV. BRANCH/DIV FIELD SUPERVISOR HEAD OF STUDY AREA L.A.F.E. SERVICES EXECUTIVE OFFICER C.F.O. R.D.S. CHAIRS REVIEW STUDY AREA SUPT	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.	INTERMEDIATE DESIGN SECRETARIAT STAFF AUTOM. ELECT. TECH. WELDING TECH.

COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
PLANNING MANAGEMENT OF COURSE AND ITS CURRICULUM DESIGN.

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CHARACTERISTICS - PROCESSES	A.C.T.	N.S.W.	N.T.	QLD.	S.A.	TAS.	VIC.	W.A.
PLANNING STRATEGIES FORM SYLLABUS SUB-GROUPS USE EXISTING COURSES AS BASIS ESTABLISH JOB PROFILES ESTABLISH COURSE AIDS & AIDS THE PREREQUISITE SYSTEM CARRY OUT LIBRARY SEARCH INTERVIEW EXPERTS VISIT TO EXISTING INSTITUTIONS VISIT EXISTING SUBJECTS PLAN IN ACCORD WITH SURVEY AND MODIFY AN EXISTING COURSE FEASIBILITY STUDY STUDY AREA SURVEY S.E.O. CHECK SECTION	CASE STUDIES INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	CASE STUDIES INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	CASE STUDIES BUILDING Q.S. LADIES PRISON LIBRARY TECHNI	CASE STUDIES PREVIOUS COURSES PREVIOUS DESIGN PREVIOUS DESIGN PREVIOUS DESIGN PREVIOUS DESIGN PREVIOUS DESIGN	CASE STUDIES CERTIFICATE AUTOMATED THEO AUTOMATED THEO	CASE STUDIES FARMING APP FARMING APP	CASE STUDIES C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT	CASE STUDIES ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING
ADVISOR GROUPS PUBLIC SERVICE BOARD OTHER GOVT. DEPTS STANDING COMMITTEES TRADE ADVISORY COMMITTEE PROFESSIONAL ASSOC. EMPLOYER ORGANIZATIONS TRADE UNIONS PROGRAM ADVISORY COMMITTEE OTHER RELEVANT BOD. INSTITUTIONS HEAD OF SCHOOL (HEADS) SYLLABUS SUB-GROUPS STATUTORY AUTHORITIES	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	BUILDING Q.S. LADIES PRISON LIBRARY TECHNI	AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT	CERT. GEOLOGY AUTO MECH TRN AUTOMATED THEO	FARMING APP FARMING APP	C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT	ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING
LIBRARY SEARCH-RETRIEVAL STATE TYPE STATE ACUTE UNIVERSITIES INTER-STATE COURSES OVERSEAS SOURCES C.E.J. DISTRICT STATE CLEARING HOUSE NO LIBRARY SEARCH NO RETRIEVAL	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	BUILDING Q.S. LADIES PRISON LIBRARY TECHNI	AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT	CERT. GEOLOGY AUTO MECH TRN AUTOMATED THEO	FARMING APP FARMING APP	C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT	ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING
TYPE OF OCCUPATIONAL SURVEY STRUCTURED OCCUPATIONAL PERSONAL INTERVIEW TELEPHONE ENQUIRY O.A.C.U.P. EXERCISE NO OCCUPATIONAL SURVEY	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	BUILDING Q.S. LADIES PRISON LIBRARY TECHNI	AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT	CERT. GEOLOGY AUTO MECH TRN AUTOMATED THEO	FARMING APP FARMING APP	C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT	ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING
PLANNING METHODOLOGY CONTENT ON PERFORMANCE STATE COURSE TRIP IN TRNS TERMINAL CURR. BEHAVIOURAL ASSESSMENT CENTRAL EXAMINATIONS COURSE BASED COURSE BASED COURSE BASED COURSE BASED COURSE BASED COURSE BASED	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	INTERVIEW DESIGN SECRETARIAT STAFF AUTOMATED THEO VULCANIC CRY	BUILDING Q.S. LADIES PRISON LIBRARY TECHNI	AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT AV. HORTICULT	CERT. GEOLOGY AUTO MECH TRN AUTOMATED THEO	FARMING APP FARMING APP	C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT C.E.J. APPRENT	ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING ARCH DRAFTING

COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES

SYLLABUS DESIGN

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CHARACTERISTICS - C.O. PROCESSES	A.C.T.	N.S.W.	N.T.	QLD.	S.A.	TAS.	VIC.	W.A.
COURSE DESIGN FACTORS								
COURSE LEVEL - DIPLOMA								
CERTIFICATE (TECHNICIAN)								
ADVANCED CERT.								
COURSE DURATION								
STUDENT ENTRY								
YEAR 10								
YEAR 11								
LEARNING OF COURSE IN HOURS								
FULL TIME								
PART TIME								
EXTERNAL STUDIES								
ACHIEVEMENT OF COURSE AIMS AND OBJECTIVES								
BROAD BASED GENERALIST								
HIGH LEVEL COMPETENCY-ORIENTED								
BROAD BASED CORE STUDIES								
CONTENT STRUCTURE AND PRESENTATION								
EXISTING COURSE CONTENT-PRESENTATION								
PERFORMANCE STATEMENTS-SUMMARY								
CONTENT ON 100 DESCRIPTION								
20% C.U.T. EXERCISE								
EXISTING RELEVANT SUBJECTS								
SUBJECT								
PREVIOUS								
OTHER								
SEMESTER								
TERM								
OTHER								
STAGES OF STUDY								
UNITS OF STUDY								
SUBJECT AIMS AND OBJECTIVES - PREREQUISITES								
SUBJECT AIMS & OBJECTIVES								
OBJECTIVES ONLY								
SUBJECT OBJECTS BEHAVIOURAL								
NOT BEHAVIOURAL								
PREREQUISITES REQUIRED								
NOT REQUIRED								
SUBJECT OBJECTIVES NOT LISTED								
ASSESSMENT & Q.C.								
COURSE BASED								
CENTRALISED								
H.O. ASSESSMENT GUIDELINES								
TEACHING METHODS								
TEACHING GUIDES								
NOT TEACHING AIDS								
NO GUIDELINES								

COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
FORMAL ENDORSEMENT - USE OF DOCUMENTS

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CHARACTERISTICS-C.D. PROCESSES	ACT	N.S.W.	N.T.	QLD.	S.A.	TAS.	VIC.	W.A.
ENDORSEMENT BODY (ES) INDUSTRIAL TRAINING BOARD STANDARD COMMITTEE PROFESSIONAL ASSOCIATIONS PUBLIC SERVICE BOARD COLLEGE COUNCIL OTHER GOVT DEPTS PRIVATE ORGANISATIONS SUPPLY C.O. BOARD PROGRAM ADVISORY COMMITTEE NEW AND REVISED COURSES COMMITTEE COURSE REVIEW COMMITTEE REGISTRATION AUTHORITY INTERSTATE ED. AUTHORITIES SYLLABUS REVIEW BOARD STUDY AREA COMMITTEE STATUTORY AUTHORITIES	ONE STUDY INTERIOR DESIGN SECRETARIAL SYD PROSCENIUM CORT AUTO ELECTRIC VILLAGE CORT	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH
BACKGROUND INFORMATION SYLLABUS DOCUMENT ONLY SYLLABUS AND SOME BACKGROUND FULL CURRICULUM PROPOSAL SYLLABUS COMMITTEE REPORT NO FORMAL ENDORSEMENT	ONE STUDY INTERIOR DESIGN SECRETARIAL SYD PROSCENIUM CORT AUTO ELECTRIC VILLAGE CORT	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH
SYLLABUS DETAIL TITLE AIMS AND OBJECTIVES ENTRY REQUIREMENT LENGTH OF COURSE TABLE STATEMENT OF STUDY TABLE FIELD OF STUDY COURSE STRUCTURE TEACHING METHODS ASSESSMENT ATTENDANCE PATTERN TEXTS & REFERENCES PERSON FOR COURSE SUBJECTS OF COURSE NO FORMAL ENDORSEMENT THEME PLAN	ONE STUDY INTERIOR DESIGN SECRETARIAL SYD PROSCENIUM CORT AUTO ELECTRIC VILLAGE CORT	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH
ORGANISATION OF COURSE COURSE STAGES - STUDENT SEMIESTER BASED COURSE STRAND BASED COURSE STAGE BASED NO FORMAL ENDORSEMENT A SERIES OF OCCUPATIONAL TASKS THEME ARRANGEMENT LIST OF TERMINAL OBJECTIVES	ONE STUDY INTERIOR DESIGN SECRETARIAL SYD PROSCENIUM CORT AUTO ELECTRIC VILLAGE CORT	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH
ASSESSMENT AND OTHER STATEMENTS ASSESSMENT STATED ASSESSMENT INSTRUMENTS COLLEGE BASED CENTRALLY SET - COLLEGE MARKED CENTRALLY SET - MARKED MARKING STATEMENT EVALUATION STATEMENT NO FORMAL ENDORSEMENT	ONE STUDY INTERIOR DESIGN SECRETARIAL SYD PROSCENIUM CORT AUTO ELECTRIC VILLAGE CORT	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH	ONE STUDY BUILDING-GS LANDSCAPING LIBRARY TECH

COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
FINAL APPROVAL AND ACCREDITATION - FULL DOCUMENTATION

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	ACT	N.S.W	N.T	QLD	S.A	TAS	VIC	W.A
FINAL APPROVING AUTHORITY DIRECTOR GENERAL EDUCATION MINISTER OF EDUCATION STATE TECHNICAL COUNCIL SUB COMMITTEE OF STATE COUNCIL STATE POST SECONDARY AUTHORITY DIRECTOR FINE ARTS AUTHORITY DIRECTOR GEN. FINE ARTS AUTHORITY INDUSTRIAL TRAINING COUNCIL ACT OFFICE OF F.E. NEW & REVISED COURSES COMMITTEE BOARD OF STUDIES (STATE) COLLEGE COUNCIL NOT SUBMITTED DIRECTOR OF OPERATIONS DIVISIONAL COUNCIL OF STUDIES								
ACCREDITING BODY MINISTER OF EDUCATION DIRECTOR GEN. EDUCATION C.T.E. F.E. INDUSTRIAL TRAINING COUNCIL STATE POST SECONDARY AUTHORITY N.E.T. F.E. ACCREDITATION COMMITTEE PROFESSIONAL ASSOCIATION STATE COUNCIL FOR TECH. ED. NOT SUBMITTED								
BACKGROUND INFORMATION INTRODUCTION BACKGROUND - HISTORY INDUSTRIAL SCENARY ADVISORY COMMITTEES DEVELOPMENT PROCEDURES ENDORSEMENTS STATUS AND CREDIT COURSE RELATIONSHIPS MAINTENANCE OF STANDARDS RESOURCES STATEMENTS PILOTING STATEMENT EVALUATION PROCEDURE EMPLOYMENT STATEMENTS EDUCATIONAL TECHNOLOGY STAFF DEVELOPMENT RESOURCES SEPARATE SUBMITTED NOT SUBMITTED								
SYLLABUS DOCUMENT COURSE AIMS & OBJECTIVES ENTRY REQUIREMENTS LENGTH OF COURSE TITLE, STAFF & FIELD STRUCTURE ASSESSMENT LEARNING METHODS SUBJECT AIMS & OBJECTIVES SUBJECT CONTENT SUBJECT PREREQUISITES TEXTS & REFERENCES ATTENDANCE LEVEL OF AWARD NOT SUBMITTED								

**COMPARATIVE ANALYSIS OF THE COMMON CORE CURRICULUM DEVELOPMENT PROCESSES
STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS**

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CHARACTERISTICS-CO. PROCESS	ACT	N.S.W.	N.T.	QLD.	S.A.	TAS.	VIC	W.A.
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SECTION V

INTERPRETATION OF ANALYSIS DATA

PREAMBLE TO SECTION V

Section V is the Project Manager's interpretation of the data covered in the comparative analysis expressed in graphical form in Section IV. These findings are expressed in narrative form to allow the reader to quickly appraise the differences, similarities and uniqueness of the curriculum processes used in developing new and revised TAFE vocational courses in Australia.

Some attempt is made to quantify certain aspects of the analysis by expressing some of the differences between the TAFE authorities in percentage terms.

The reader is reminded that the comparative analysis is bounded by time; that it is in effect a 'snap shot' of the processes that were in use to develop new and revised TAFE courses in Australia in the latter part of 1980, between October and December.

The second meeting of the National Steering Committee, which occurred in May of 1981, extended the time zone to April-May of 1981, to allow an appreciation of some developments since October 1980. These developments are mentioned in brief footnotes in Section II, the Overviews of the administrative and organisational structures of the eight Australian TAFE authorities.

Two further case studies were added to the comparative analysis in May of 1981 by the Victorian delegate, to reflect applications of the Victorian Instructional Systems Approach to the curriculum development of TAFE vocational courses. These courses are: the trade courses of Plumbing and Gas Fitting and Carpentry and Joinery.

In September, 1980, the Department of Technical and Further Education in NSW underwent some restructuring with a consequent re-organisation of Senior Management titles, e.g. The Director of TAFE title changed to Director-General, the two Deputy Directors became Deputy Directors-General, and Assistant Directors title changed to Director (see Attachment 1, NSW Overview, Section II of the Report).

In the context of this Section of the Report, 'The Interpretation of the Comparative Analysis', a lumping together of senior management titles sometimes occurs when referring to the national scene e.g. Directors of TAFE authorities means the senior managers of TAFE authorities in Australia and does include specific titles of each TAFE authority.

1. RECOGNITION OF NEED

1.1 SOURCE OF NEED

The analysis reveals that in the cases of Northern Territory and the Australian Capital Territory, where the Darwin Community College and the Bruce and Canberra TAFE Colleges are the centres of mainstream TAFE programmes, it is the colleges and industry working in concert in most cases, which bring the educational need into focus. Although in the NT, once the newly formed Industries Training Commission settles down, the inputs on the need for new and revised vocational courses will come predominantly from that quarter.

In New South Wales the analysis of the case studies indicate a balance between direct inputs from industry to the Head Office and an internal recognition by the study areas subject experts in the Schools of the colleges. The situation in Queensland shows a similar balance between direct inputs from both industry and the Industry and Commerce Training Commission to Head Office and the internal recognition by education officers in the Curriculum Branch. There are no heads of teaching schools with state-wide responsibilities as in NSW.

In Western Australia and South Australia the colleges, through their schools, in direct liaison with industry, appear to be the main initiators of new and revised course needs.

Victoria shows a spread of recognition of educational needs which ranges from college initiation, inputs from standing committees and direct requests from industry to the Head Office of the TAFE Division.

Tasmania relies heavily on the study area standing committees for recognition of the educational need, although the main case study was a result of an industrial association petitioning the apprentice authority.

Apart from Victoria and Tasmania, where the standing committees are initiating agencies, the standing committees of the other States are not usually the indicators of the need, and neither is the industrial training authority.

1.2 POINT OF CONTACT

Again, the special position of the colleges in the development and delivery of TAFE programmes in the Northern Territory and the ACT tends to explain why the schools within the colleges (heads or other senior staff) are the initial receivers of requests for new programmes and for changes in existing courses. These colleges are unique in that the advisory standing committees are special to the institution and may receive the request at the same time as other persons of the college staff, e.g. subject experts and/or assistant principal (curriculum).

In New South Wales, Queensland and South Australia, even though the initial recognition of the need may have occurred outside of the head office of the TAFE authority, e.g. the teaching schools of the colleges, the person in charge of the head office curriculum/research/assessment branch or section is usually the receiver of the request on a formal basis. It is at this point that the request is further investigated for its feasibility. However, in NSW the Head of School because of his unique role of having a State wide responsibility for the content and assessment of programmes within his study area, may further investigate and carry through a development of a programme.

The Victorian and Western Australian patterns are different. In the Victorian case studies, the initial contact person is shown to be any of the following persons:

a subject expert within the college where a course proposal is peculiar to the institution; the Director of the Technical Schools Division or the Assistant Director (Curriculum); the field supervisor, who is the key person linking all the other relevant persons or groups and/or the study area standing committee of the Division.

In Western Australia the study area superintendent is most likely to be the first contact at Division level regardless of the initial point of entry of the request or the recognition of the need. As the superintendent of the study area is chairman of both the internal study area committee (educational) and the advisory standing committee (industrial) he is the key person to be contacted. Moreover, he is also a member of the Divisional Council of Studies, the top committee of the Division dealing with curriculum proposals.

In Tasmania the key contact person is often the State co-ordinator of the study area who is the executive officer of the advisory standing committee. For new courses the key contact points are the Minister for Education, and the Apprenticeship Commission.

1.3 CONTACT PERSONS

This characteristic has been subsumed in the above description of the point of contact.

1.4 MEANS OF COMMUNICATION

The pattern of responses from the case studies and other information on a national basis indicates an even balance between external and internal recognition of the educational need. In some instances the recognition is expressed concurrently, that is by the teaching institution and the external source at the same time.

All of the requests are shown to be formal, usually by letter, and reinforced by oral lobbying from the teaching institution and the client group (industrial organisation or a professional association).

1.5 ACTION TAKEN

The immediate reaction following a formal request for a new programme or an indepth revision of an existing course varies across Australia, although there are a number of common reactions.

In the ACT, recent developments have resulted in firm commitments to an Instructional Systems Model for the curriculum development of its courses. However, the case studies examined all pre-date the strict application of such a model and the data show a variation in the immediate re-action to the recognition of an educational need, e.g. the subject expert of the Certificate Course in Interior Design worked directly with a special ad hoc sub-committee of the Interior Design Industry through a modified version of the systems model. There are also differences between the Bruce TAFE College and its sister institution, the Canberra TAFE College. These variations are to be expected due to the measure of autonomy each college practices. Costs of development are the separate responsibilities of each institution.

In all States and Territories preliminary discussion took place, mainly centred in the TAFE authority curriculum branch or section and in nearly all cases the principal investigating person was alerted and briefed.

In Victoria and Western Australia the study area standing advisory committees featured immediately in the curriculum development processes even though they may not be the original source for the recognition of the educational need.

In Queensland the alerting of the investigating officer (usually an education officer of the Curriculum Branch) and the formation of a special syllabus committee of which the education officer becomes the executive officer is evident in the case studies.

The pattern of response in NSW is similar to Queensland, whereby a senior education officer of the appropriate survey and design unit of the Curriculum Services Division selects and briefs an education officer to become the central figure in the entire curriculum development procedure for the course proposal.

A feature of the NSW approach at this early stage is the preparation of a formal brief development plan which is submitted requesting approval to proceed. (This is only true for major reviews and other larger projects.) Other States use a similar mechanism.

A strong feature of the immediate action typical in NSW is the use of structured occupational surveys to establish job profiles. However this is not always done. Sometimes only committee work is required (may include informal familiarisation by industrial visits). Although most of the other States make use of such surveys they are mainly used on a selective basis for in-depth review of major vocational courses.

Queensland appears to be moving toward a range of information collecting instruments including structured surveys, personal visits, consensus achievement and a modified DACUM approach to industrial surveys. The Northern Territory and Western Australia have also experimented with the DACUM approach.

The data show that South Australia conducts preliminary discussions between the Curriculum Development Branch, executive officers of programme committees, the Applied Educational Research Section of the Research Branch and study area experts in the colleges where the proposed course will be centred. Special working parties may be formed even at this early stage and communication with other TAFE authorities may also occur.

Tasmania alerts the State co-ordinating officer of the study area, may form sub-committees of standing committees and carries out a thorough search for relevant course information from other TAFE authorities.

The data shows that five of the TAFE authorities begin requesting relevant course information from other States at this early stage.

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2. INVESTIGATION OF THE NEED

2.1 WHO INVESTIGATES

The analysis shows that Queensland concentrates the investigation of the educational need in its Curriculum Research Branch and that New South Wales and Western Australia tend to follow a similar practice. However, NSW and South Australia strike a balance between the head office curriculum/research branch acting as a group (often with seconded college persons) and a head office/college combined operation.

NSW and Victoria both bring in the standing advisory committees at this early stage.

The ACT, due to the special relationships which the colleges have in relation to the Territory TAFE authority, concentrate the investigation of the need through the college organisational structure, bringing in the college based study area programme committee or its sub-group, with the subject expert being the main actor in the curriculum development process, but also in close co-operation with the head of school, and the assistant principal curriculum. In the Northern Territory the situation is different in that the Darwin Community College provides the great majority of TAFE programmes, especially those occurring in and around Darwin, and there is little formal communication between the College and the TAFE Branch of the Northern Territory Education Department.

Like the ACT Colleges of TAFE, Darwin Community College concentrates the investigation of the need through the college organisational structure.

The data indicate that in Tasmania the input of the appropriate advisory standing committee is accepted as being valid, but the recognition of the need may be reinforced by further checking by the subject area teachers in a college or by the State co-ordinator of the study area.

2.2 HOW IS IT APPRAISED

NSW is the strongest user of the structured industrial survey for investigating the educational need, although all the other States and Territories make use of the mechanism. Victoria shows a balance between the structured questionnaire type of survey reinforced by a back up of unstructured interviews. Unstructured personal interviews, usually assisted by some form of check list, also features in at least one of the case studies of the other TAFE authorities.

Back up information from the advisory committees is strong in the ACT and Victoria. Northern Territory and Tasmania in at least one case study showed an unchecked acceptance of the educational need, but in both instances the strength of the industrial request for the course was such that its validity could be taken for granted.

In all cases where potential enrolment trends were used as a reinforcing element in establishing the validity of a need, it was to do with a major review of an existing course, e.g. the Architectural Drafting Certificate at Leederville Technical College in WA and the Quarrying Certificate at Box Hill Technical College in Victoria.

In the case studies used in the analysis, only Queensland used a form of the DACUM survey methodology and informal discussion with industry strongly features as another feed back mechanism to check out the reality of the expressed need. The formal approach for further appraising the expressed need is by means of committee representatives from industry.

The data showed that NSW and Victoria favour surveying ex-students of courses being reviewed as a reliable means of checking whether the existing course falls short of its expressed aims and whether changes are needed to cope with a changing technology.

Only one case study used the device of a formal public meeting and this was a case of a rural certificate aimed more or less at a local client group.

2.3 DEFINING STUDENTS (TARGET)

The case studies selected by the TAFE authorities across Australia showed the curriculum development of new courses to be marginally higher than major reviews of existing programmes. However, some of the new initiatives were extensions of existing courses, e.g. the Geoscience Certificate Course at the Canberra TAFE college and the Fitter Diesel and Heavy Earth Moving Equipment Trade Course in Queensland.

2.4 RELATION TO OTHER COURSES

Most courses treated in the comparative analysis tended to stand alone and did not rely on other courses as pre-requisites and the relationship with similar courses inter-state was marginal. This is not to say that similar courses in other States were not influential in the development of some of the cases cited.

2.5 PRIORITY OF COURSE

The responses showed that course developers were of the opinion that the case studies for which they were mainly responsible, were all of a high priority.

2.6 RESOURCES REQUIRED

All but one of the case studies used by the ACT did not list specific resource needs at this early stage of the course development. The explanation appears to be that the TAFE colleges, after examining their total resources allocation, made a firm commitment to the initial proposal as being feasible within the existing college budget. All of the other States and Territories listed resource needs in most of the case studies under examination. In South Australia only the Commercial Certificate called for resources to be considered at this early stage.

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3. INVESTIGATION OF THE DEMAND

3.1 WHO INVESTIGATES

In most instances the initial investigation of the educational need and the demand for the proposed course is carried out at the same time. As with the investigation of the need, the demand check is concentrated in the head office curriculum structure in Queensland, NSW and Western Australia, with NSW sharing the activity with subject study area experts in the colleges.

The pattern of the ACT and Northern Territory for the need investigation is clearly repeated with the responsibility for the demand check in the colleges by subject experts, often working with programme committee sub-groups under the Head of School and/or the Assistant Principal, Curriculum.

The person involved in the investigation in NSW is the education officer of the appropriate survey and design unit of the Curriculum Services Division, usually together with college based people acting as a syllabus sub-committee. Queensland follows this pattern, although there is less reliance on college based study area experts. They are involved as are industrially based persons on the working parties of specially formed syllabus committees. Investigation of the demand in Queensland also features a close liaison between the Curriculum Branch and the Industry and Commerce Training Commission.

The pattern for Victoria shows that the demand check is variable, mainly using the inputs from the subject experts in the colleges concerned with the programme and in other instances accepting the demand on the strength of the initial proposal, particularly the back up information accompanying it, which in several cases is from structured surveys.

In Western Australia the Divisional Curriculum Research and Development Section was responsible for two of the case studies demand check, although both cases were the outcome of an industrial survey. The third case was a shared responsibility of a college and the CR & D Section, i.e. the Architectural Drafting Certificate (Diploma) centred at Leederville Technical College in WA. The centre of the activity was the college where the subject area experts worked in co-operation with industry and the Division on a select committee.

3.2 HOW MEASURED

The data reveal that structured surveys were the main vehicles for most of the demand, particularly in the more centralised States of NSW, Victoria and Western Australia and a frequently used vehicle in Queensland (but diminishing in popularity). The responses

listed in the case studies show that most survey instruments are in questionnaire format and are aimed at a three tiered response: managers, supervisors and the operative. In some instances the mode of data collection was by using the structured questionnaire in a face to face situation. This is a feature of data collection in NSW, but not exclusive to that TAFE authority.

Face to face interviews are also used to a large extent in Victoria, but the use of a check list tends to be the data gathering instrument. Victoria also places some emphasis of the inputs of the study area standing committees on the level of the demand. Tasmania relies almost entirely on the demand figure supplied by the particular study area (advisory) standing committee. The case studies depicting South Australia's approach to demand measurement involve a well mounted industrial occupational survey using a structured questionnaire, a survey of newspaper job advertisements listing job profiles to an acceptance of demand figures supplied by an ad hoc committee.

In all States and Territories enrolment trends of existing programmes were used to reinforce other demand checking mechanisms for major reviews. Only Queensland made use of a modified DACUM approach and this applied to only one major review in the case studies selected.

3.3 DEMAND DATA CHECK

The analysis of demand data following the industrial survey, where applied, was the method used by the States and Territories to formally check out the demand. Other back up mechanisms, such as verbal feedback and the existing enrolment figures of review proposals, are revealed by the data of the comparative analysis.

3.4 DECISION TO INVESTIGATE

In NSW, Queensland and Victoria the Director of the TAFE authority or the assistant director of the Division responsible for curriculum/research formally are responsible for the investigation of the demand. However, this is usually given through the delegated powers of the officer in charge of the curriculum/research branch or section.

In Victoria, where the standing study area committees are heavily involved in curriculum development from its outset, they are consulted before initial investigation of need/demand is carried out. This is particularly the case in the trade based vocational courses.

In the ACT and Northern Territory, where the colleges are the centres of curriculum development, the College Council, through the Assistant Principal (Curriculum) in ACT and the Council's Academic Planning Committee in the Darwin CC gives approval to investigate a need and its demand.

In the case of the ACT colleges of TAFE, approval in principle is submitted to the Office of ACT Further Education, and, if granted, the approval is for a particular institution. Development of the full proposal then begins at the school level with teachers negotiating reductions in teaching load to undertake the work. The decision to investigate is the initiative of a school or a department of a TAFE institution in the ACT. The advice and assistance of the appropriate advisory committee is sought.

In South Australia the superintendent of Curriculum Development Branch was the main decision maker and in one instance it was a joint decision shared with the Superintendent of the Research Branch. The current situation calls for a recommendation from an appropriate standing programme committee to the Superintendent of the Curriculum Branch, who may make the decision.

In Western Australia the principal decision maker in this initial stage is the study area superintendent.

In Tasmania the courses co-ordinator, regional superintendent or a college principal may carry out the investigation.

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4. SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR PERMISSION TO PROCEED

- 4.1 This early approach to the TAFE authority decision makers for permission to proceed with the further investigation of the educational/training need and its demand or to enter into the preliminary stage of the curriculum development of a new or revised course varies from authority to authority. In some States there is a two tiered procedure where an initial, but tentative approval is given to further explore and gather more information relevant to the feasibility of the project, and a more formalised procedure through some documentation for approval in principle, for example the ACT procedure calls for a formalised and documented procedure from the college to the Office of ACT Further Education for approval in principle. In South Australia, prior to the setting up of the curriculum committee system, the Superintendent of the Curriculum Development Branch used his delegated authority to approve a concept in the first instance and to give approval in principle after sufficient firm data was available to ensure the feasibility of the proposal.

The South Australian case studies show that initial approval for one course was a joint decision of the Director-General of Further Education and the Director of a CAE; i.e. the Certificate Course in Geology; in another instance it was a joint decision by the Superintendents of Curriculum Development and Research Branches, i.e. the major review of the Automotive Mechanics Trade Course; and the remaining proposal was approved by the Superintendent of the Curriculum Development Branch.

The initial approval to proceed may be centralised in the person of the Director of TAFE as in Queensland, or by delegation to an Assistant Director of a Division, as in NSW and Victoria. However, although the responsibility lies with such persons as the Director or Assistant Director, it is often the recommendation of the officer heading the Curriculum Branch which ensures that approval is given.

The case studies from Tasmania reveal that the Director of the TAFE Division of the Education Department is the decision maker, but his approval is strongly influenced by the recommendation of the study area Standing Advisory Committee. The recommendation of the Standing Committee is also an important element influencing initial approval in Victoria.

In Western Australia the initial approval appears to be with the Director of Operations, who is presently the Chairman of the Divisional Council of Studies, but the study area committees and especially the committees' chairmen, the study area superintendents, strongly influence the approval by their opinions.

In the Northern Territory, it is the college council of the Darwin Community College in the majority of cases which is the top decision making body to approve the initial stage of the curriculum development of a new or revised course.

4.2 TAFE PHILOSOPHY

Although all of the respondents to the investigation were cognisant of the educational philosophy of TAFE, the issue of open access as a philosophical component was continually brought up. However, the strongest *raison d'etre* was the vocational aspect of the courses offered as the case studies. TAFE in Queensland works to an expressed philosophy in the form of a policy document. (This document is appended to the 'PHILOSOPHY OF TECHNICAL AND FURTHER EDUCATION' part of Section I.)

4.3 URGENCY OF THE NEED

By coupling industrial pressure with recommendations from employer organisations, unions and professional associations, the data show that these external bodies are the main articulators of the need for vocational TAFE programmes in all of the Australian States and Territories.

The recognition by teachers that a new programme was needed or that the existing vocational course in the college was not meeting the needs of the client groups, complements and in a number of cases gives leads to industry. The perception by college staff is one of the main factors in establishing a priority for the investigation of a need for a new programme or for an in-depth review of an existing course, even though the TAFE authority has a formal policy on the review of major courses.

Four case studies were given high priorities due to political implications. In NSW the Certificate Courses in Advertising and Dental Technology, in Victoria the Farming Apprentice Course; and the Liquid Petroleum Gas (LPG) Mechanics Course in Victoria.

4.4 EXISTING ELSEWHERE

The data shows that sixty per cent of the case studies offered for investigation were major reviews of existing courses. All of these courses were vocational and similar courses, existing in other TAFE authorities and in some instances overseas, were looked at during the curriculum development. The remainder of the proposals were new, although the extent of some of the major reviews could be considered as new courses, e.g. the major restructuring of the Graphic Art and the Dental Technician Certificate courses in NSW.

In no TAFE authority were new proposals mounted which duplicated existing TAFE courses in their State or Territory.

4.5 RESOURCES - COSTING DATA

Only four case studies had written statements in the initial proposals expressing that the development of the programme could be met

from existing resources, although others may have had this intention implicit in the supporting information accompanying the proposal. Where resources were listed the staffing as well as materials featured.

Northern Territory and Queensland appear to be the only TAFE authorities which make separate submissions for resource allocation outside of the curriculum documentation.

In the ACT the teaching staff of the relevant department or school of the college engaged in the proposed curriculum development activities, negotiate through their head of school department with the Assistant Principal (Curriculum) for a reduction in teaching load to enable them to carry out the curriculum development.

Certain proposals, which were to a degree of a special nature, made no mention of resources in the initial submission, e.g. the Fire Technology course in NSW and the Certificate of Quarrying in Victoria. Both of these courses relied heavily on the experience of the work place.

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5. APPROVAL IN PRINCIPLE?

5.1 WHO APPROVES IN PRINCIPLE?

The data show that the patterns of the comparative analysis for characteristics of the processes sub-titled 'Who Gives the Decision to Proceed' and 'Who Approves in Principle', are very similar. In some TAFE authorities, depending on the circumstances of the proposal being submitted, the initial submission seeking permission to proceed is only one process, e.g. the Pre-employment Interior Decorating Course in Queensland and the Certificate of Quarrying in Victoria.

Again, as with the previous curriculum development process, the respondents list the Director (Queensland) and/or Director of the Curriculum Division (NSW and Victoria) as the persons giving approval in principle. Like the situation in the other description under 'Who Gives the Decision to Proceed' the opinion of the person in charge of the curriculum/research branch or section is all important. In the case of NSW, where the heads of school having State wide responsibilities for courses are closely involved with curriculum development on a State basis, their recommendations are most important to the decision maker approving in principle. It is interesting to note that because of the political implications of the Dental Technician Certificate in NSW, the Minister gave approval in principle.

In Northern Territory the College Council of the Darwin Community College approves in principle through the College Principal and in the TAFE Colleges of the ACT the college councils endorse only and approval in principle is given by the Office of Further Education prior to the final formal submission to the Office for approval.

In Victoria the Certificate in Farming conducted by the Dookie Agricultural College, because of the Agricultural Department's responsibility for this study area, received approval in principle from the Assistant Director of the Agricultural Department's Agricultural Education Division. The remaining Victorian case studies, except the LPG Mechanics Course, which was a special case, were appraised by the Curriculum Board of the State Council for Technical Education as part of the approval in principle process, or approved by the Industrial Training Commission where it was a trade oriented course.

The case studies added to the comparative analysis in May 1981 to reflect the Instructional Systems Approach to TAFE vocational curriculum development reveal that approval in principle varied somewhat between the Carpentry and Joinery trade course and the Plumbing and Gas Fitting trade course.

The Carpentry and Joinery Course was given approval in principle from three sources: the Assistant Director of the Technical Schools Division, the Standing Committee of the study area, the TAFE Priorities Review Committee, and the Industrial Training Commission.

The Plumbing and Gas Fitting Trade Course was approved in principle by: the TAFE Priorities Review Committee, the Industrial Training Commission and a college principal.

However there is no conflict in the curriculum development processes in the main, as both the Plumbing and Gas Fitting course, and the Carpentry and Joinery course followed the systems approach to curriculum development.

The Director of Operations in Western Australia, as Chairman of the Divisional Council of Studies was the approving officer for two out of the three case studies listed.

5.2 DOCUMENTATION

In all the TAFE authorities the documentation for the approval in principle process is kept to the minimum requirement necessary for a decision to be made. The format of the documentation varies from authority to authority.

Some States list a brief description of the course and accompany it with a diagram of the course structure. Elsewhere an overview form of relevant background information also accompanies the course outline and structure.

NSW appears to be the only State/Territory to submit a brief development plan on a formalised basis.

5.3 PERSONS, GROUPS INVOLVED AND SEQUENCE

Except for the Territories, where the colleges are the loci for curriculum development of TAFE courses, the head office Curriculum/Research Branch/Section or its equivalent, is the location where course proposals are planned and drawn up, most often under the executive services of a curriculum branch education officer. The syllabus sub-group may meet in a college, but the activity is head office centred.

The Curriculum Services Division of NSW and the Curriculum Branch of Queensland are well structured and staffed and Chief Research Officers*(NSW) and Principal Education Officers (Queensland) head up study area clusters which are broken down into study area sub-sections under Senior Education Officers, who supervise the work of the education officers.

The Curriculum Development Branch of the Department of Further Education in South Australia and the Curriculum Research and Development Section of the Technical Education Division of the Education Department of WA have similar structures to NSW and Queensland but are not staffed to the same extent as the Eastern States, even when population differences are taken into account.

*As at September, 1981, the title of Chief Research Officer was changed to Chief Education Officer.

The Education Officer of the Curriculum Development Branch in South Australia and the Western Australian Curriculum Research and Development Section perform the role of Chairman, and often the role of Executive Officer of the syllabus sub-committee. They are sub-ordinate to a Principal Education Officer (SA) or a senior education officer (WA). The submission document for the approval in principle is the responsibility of the executive officer of the syllabus sub-group.

Both the Territories and NSW tend to involve the Head of School in the full curriculum development process and the Victorian case studies also listed the Head of School at the approval in principle stage in two case studies: the Certificate in Quarrying and the LPG Mechanics Course.

Subject area experts, mostly on syllabus sub-committees and/or working parties, feature strongly in the Territories, NSW, Victoria and Western Australia. The other States also make use of college staff on these sub-groups.

Study area advisory committees are featured in the curriculum development of TAFE new and revised courses in all the States and Territories, but Victoria appears to involve them strongly at the initial stages of the process more than the other TAFE authorities.

Representatives of other support branches or sections of the TAFE Authority (or Education Department), are active at the approval in principle stage of curriculum development in most TAFE authorities, e.g. buildings and accommodation, equipment, staff development etc. However Queensland appears to be the only TAFE Authority to include such representatives on the initial planning groups of the curriculum development exercise on a formal basis.

In Victoria the documentation of course proposals is the responsibility of an Executive Officer of the syllabus sub-committee of the study area standing committee. The Executive Officer is a Head Office appointee and is usually a subject expert on the staff of a school in a technical college. The Executive Officer is sub-ordinate to the Head Office head of study area, also located in a college. The head of study area in turn is sub-ordinate to a field supervisor, also an officer of the Technical Schools Division with a State-wide overseeing role for a broad study area. In Tasmania the State Co-ordinator for the study area is seen to be the central person of the curriculum development activity. He is not only the Director's representative on the study area advisory committee, but is always the Executive Officer and Chairman of the standing committees syllabus sub-committee. The State Co-ordinator, as the data show, is responsible for the approval in principle submission. He is also, through the sub-group, in continuing liaison with the subject experts in the college(s) and usually consults with the regional superintendent.

6. APPOINTMENT OF A COURSE DEVELOPMENT OFFICER AND THE SETTING UP OF A SYLLABUS SUB-COMMITTEE

6.1 WHO APPOINTS - CRITERIA

In Queensland the Chairman and Executive Officer of the ad hoc syllabus committee sub-group is always the selected Education Officer of the Curriculum Branch according to the evidence of the case studies and he is appointed by the appropriate Senior Education Officer acting through the line management delegated powers. The criteria are curriculum development experience and availability. Some experience or knowledge of the study area is desirable, but not essential.

In NSW where the organisational structure of the Curriculum Services Division is along similar lines to Queensland, a similar pattern takes place.

Although the criteria for appointing the course development officer is approximately the same for all TAFE authorities, the person or persons appointing the syllabus committee leader differs. In South Australia the case studies show that the Superintendent of the Curriculum Branch made the appointment in the case of the Commercial Certificate, while the syllabus sub-committee elected their own group leader for the other two case studies. A similar flexibility is indicated by the Tasmanian case studies.

The Victorian situation in fact is more regular than indicated by the evidence of the case studies, for the courses were selected to show the various curriculum development processes in that State. The analysis shows that owing to the high priority and special circumstances surrounding the mounting of the LPG Mechanic Course, no one leader was appointed. In this case the syllabus group worked in their special areas and consulted with the head of school and the field supervisor. In the Production Technician Certificate Course and the Further Certificate in Management, the field supervisor and Executive Officer made the appointments of sub-group leaders using the criteria of expertise and availability. The Principal of the Dookie Agricultural College was responsible for the appointment of team leader and the members of the syllabus sub-committee for the Certificate in Farming. At Box Hill Technical College the Head of the study area was the automatic sub-group leader in the Quarrying Certificate curriculum development because of his special skill and knowledge of the area. Both the Plumbing, and Carpentry and Joinery areas had close links with TAFE SERVICES, especially the curriculum development arm, during the initial stages of development. The Carpentry and Joinery, and the Plumbing and Gas Fitting courses followed the Systems Approach to curriculum development. The Technical Schools Division organisation structure which utilises the Field Supervisor, the Head of Study Area and the Executive Officer of the study area managed the curriculum development including selecting experts to work on syllabus committees.

6.2 WHO APPOINTS - CRITERIA

In Western Australia the choice of the Education Officer or seconded college Lecturer to become the Executive Officer of the syllabus - sub-group of the study area committee is a matter of consultation between the study area superintendent, the Senior Education Officer of the Curriculum Research and Development Section and the appropriate College Principal, if a seconded Lecturer is used. The criteria are similar to the other TAFE authorities: experience in curriculum development processes, subject expertise and availability.

In the ACT the Assistant Principal, Curriculum, is responsible for all aspects of the course development and in consultation with the appropriate Head of School he appoints the syllabus/programme committee's working party leader. The leader becomes more or less the Executive Officer. In some instances, where curriculum research features strongly, the syllabus sub-group leader may be from the research and development unit of the college.

At the Darwin Community College the Head of School of the study area appoints the syllabus sub-group leader and may negotiate with other Heads of School for appropriate members to be appointed to the syllabus sub-group.

6.3 STRUCTURES - POWERS OF SYLLABUS SUB-COMMITTEE

The Quarrying Certificate and the LPG Mechanics Course in Victoria are the only instances indicated by the analysis of the case studies where strict guidelines for the curriculum development of the courses were given by a superior standing committee. However, both the Plumbing and Carpentry and Joinery courses curriculum development followed the Instructional Systems Model Guidelines as adopted by TAFE SERVICES.

Approximately forty percent of the total case studies used in the investigation indicated that the syllabus sub-committee/working party was responsible for the full curriculum development of the new or revised course proposals with which they were concerned.

The Certificate in Geology, developed by an ad hoc syllabus sub-group under the joint control of the South Australian Department of Further Education and the South Australian Institute of Technology, was the only case where the syllabus sub-group's responsibility lay within the designing of the structure of the course syllabus and the subject content.

Over fifty percent of the syllabus groups/working parties were sub-committee/working parties of standing or ad hoc superior study area advisory committees. The other groups were either the work of a single subject expert or special ad hoc groups.

Except for the Darwin Community College and the Tasmanian TAFE Authority, where formally structured Curriculum/Research Branches/Sections do not exist, the link between the syllabus sub-groups and the Head Office Curriculum Development/Research Branch/Section is strongly in evidence. In NSW, Queensland, South Australia and Western Australia the Education Officer is the lynchpin of the curriculum development process. In Victoria, TAFE Services is linked through the field supervisor - heads of study area - executive officer chain of responsibility to the syllabus sub-committees of the study area advisory standing committees.

In the ACT TAFE colleges the internal organisational structures relating to curriculum development are clearly defined, as is the procedural path for course submission to the Office of ACT Further Education.

6.4 SUB-COMMITTEE'S RELATION WITH OTHER TAFE GROUPS/PERSONS

There is a recurring pattern within the curriculum development of new and revised courses in some TAFE authorities in Australia. The case studies of NSW, Queensland, WA and SA reveal that the education officer of the Head Office curriculum/research branch or section selected for the particular study, becomes the main linking person of the curriculum development exercise in hand. He links the syllabus sub-group with the other groups relevant to the curriculum development project with which he is directly concerned: the study area standing committee or its equivalent, the Head Office curriculum organisational structure, study area advisory committee of the TAFE authority concerned, advisory committees of the appropriate industry training commission or its equivalent, the other support branches or sections of the TAFE authority, relevant government departments, external educational institutions, college principals and heads of schools.

In Victoria the links are similar, but through the organisational line of field supervisor, head of study area and executive officer. The considerable and wide range of support services available to the syllabus from TAFE Services are via the three tiered organisation line management described above, i.e. field supervisor, head of study area and executive officer.

In the Darwin Community College the syllabus committee has its links with the Board of Studies and the College Council's Education Sub-Committee through the Head of School, and in the ACT colleges the main linking person is the Assistant Principal, Curriculum, who is in continuing liaison with the particular sub-group through the appropriate college programme committee. At the top of the structure, the College Council is the link with the Office of ACT Further Education and its support services.

7. LINK WITH FORMAL CURRICULUM/RESEARCH BRANCH OF THE STATE TAFE AUTHORITY

7.1 THE FORMAL DEPARTMENT/DIVISION STRUCTURE RESPONSIBLE FOR CURRICULUM DEVELOPMENT

The data reveal that all the mainland States have well established formally structured and organised curriculum development branches or sections as part of the head office TAFE authority administration.

The Technical and Further Education Division of the Education Department of Tasmania does not have a formal curriculum development branch or section in its own right, and whilst it does have access to the curriculum services of the Department of Education, does not appear to use them to any great extent.

South Australia appears to be the only mainland State where the Curriculum Development Branch is formally separated from the applied educational research function. This research aspect of curriculum development is part of the Department's Research Branch. Both the Curriculum Development Branch and the Research Branches are administered at superintendent level.

The Bruce and Canberra TAFE Colleges have well structured mechanisms dealing with curriculum development, including a degree of applied educational research, under the supervision of the Assistant Principal, Curriculum.

The Darwin Community College does not have a structured mechanism for Curriculum Development and tends to follow a flexible and effective procedural plan involving heads of school, subject experts, programme/syllabus sub-groups, the Board of Studies and the education committee of the College Council.

The case studies highlight the important position of the heads of school in NSW in the curriculum development of vocational TAFE courses, both new and revised. The role of heads of school, as it applies in NSW, is unique in that they have State wide responsibilities for their study area of which curriculum changes form part.

The heads of school within the colleges of the Territories also play a strong participative role in the curriculum development planning and oversighting.

Standing committees are variously named, e.g. area committees and advisory committees in WA, course advisory committees in NSW, programme committees in SA, standing committees in Victoria and advisory committees in Tasmania, and in the ACT. Queensland has tended to move away from standing advisory committees and establishes ad hoc syllabus review or just syllabus or programme advisory committees. The Darwin Community College and the ACT TAFE colleges have the equivalent to State standing advisory committees, e.g. programme committees.

The analysis indicates that all States and Territories use the advisory committee extensively with perhaps Victorian standing committees becoming involved somewhat earlier in the curriculum development than the other TAFE authorities.

The analysis interpretation described in the previous curriculum process lists the head office persons/positions which link the curriculum branch/section with the other persons/groups involved in the curriculum activity.

7.2 RELATIONSHIP WITH OTHER DEPARTMENTAL BRANCHES/DIVISIONS/SECTIONS

There is a common pattern showing that the curriculum/research branches or their equivalent have an ongoing informal relationship with the other support/service branches/sections within the TAFE departmental/division. However, in some States not even an informal relationship exists.

Back up services, usually contingent on resources allocation to the Department/Division as a whole, can make or mar a curriculum proposal. The relationship may be formalised at an early stage, e.g. representatives of service branches are represented during investigating and planning stages of a curriculum activity in Queensland or the relationship may be at the informal level in the early stages and become formalised at the approval in principle stage.

NSW, Queensland and Western Australia formalise the link between the curriculum development branch and the course implementation or operations area of the TAFE authority during the curriculum development phase of a proposed course. This relationship is less clear in South Australia, Tasmania and Victoria.

The colleges in the Territories, because of the uniqueness of being complete within themselves for course development and its delivery do not have problems of inter-action between curriculum development and the delivery of the programme.

The patterns of this sub-section of the curriculum development under examination tends to resemble the pattern the sub-section of the previous process listed as 'Sub-committee's Relation with Other TAFE Groups'. This tends to reinforce the centrality of the formally established curriculum development/research branch of TAFE authority in the curriculum activity.

The analysis highlights the important position of the Principal Education Officer within the curriculum branch or its equivalent as an initial 'trouble spotter' and facilitator by chairing the study area standing committee or its equivalent at the exploratory phase of a curriculum proposal. In some instances the PEO may continue as the main co-ordinator of the curriculum development project, e.g. the Commercial Certificate of the South Australian Department of Further Education. However, in most instances,

it is the education officer of the head office branch who becomes the central actor and facilitator of the curriculum development project.

The education officer and the standing committee syllabus sub-group become the bridge between the head office CD branch or its equivalent and the client groups including the colleges.

The data describing the relationships within the Darwin Community College and the ACT TAFE colleges is already covered in the previous curriculum development process. The Tasmania situation is also explained in the previous treatment.

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8. PLANNING MANAGEMENT OF COURSE AND ITS CURRICULUM DESIGN

8.1 PLANNING STRATEGIES

From the analysis it is clear that all of the TAFE authorities through their particular organisational curriculum development structures, carry out similar course planning strategies.

The early setting up of study area standing committee sub-groups to become the working parties of the curriculum development exercise, appears to be the main planning strategy in all TAFE authorities, including the colleges of the territories.

The use of the existing course structure and content is a self evident outcome where major reviews are concerned, even though the review in some instances results in what may be seen as a new programme.

It is also clear that the use of an industrial or occupational survey has been a popular means of establishing the validity of an expressed need for a new or revised course. The resulting job profile is one of the main sources for establishing general course aims and objectives and for setting the enabling and terminal subject objectives or in the case of modules the topic terminal objectives.

Although it is axiomatic that curriculum developers in any situation would draw up some form of an action plan, only NSW Department of TAFE formalises this strategy.

NSW, Northern Territory and Western Australia appear to be the main proponents of using a library search as a planning strategy, although all States/Territories make use of inter-state/territory existing courses within the study area for content guidance.

Feasibility exercises are listed as such by Victoria and Western Australia, but industrial/occupational surveys and the establishment of task analysis and job profiles are also feasibility studies in character and feature strongly in all TAFE authorities.

Planning the strategies for course development on the outcomes of industrial surveys is strongly indicated in NSW. This is to be expected as this State uses the survey mechanism on a regular basis. Queensland also plans its strategies for course development on the outcomes of skills analyses. The same strategy is applied in the other authorities where occupational surveys have been used, e.g. All trade and 'technician' courses from now on will have to flow from occupational analyses in Victorian TAFE.

The use of relevant existing subjects in new and revised courses curriculum development is applied by all TAFE authorities as a first consideration.

8.2 ADVISOR GROUPS

The case study analysis shows that only South Australia and the ACT TAFE authorities communicated with their public service boards, although two case studies in South Australia and one in NSW and the ACT required liaison with government departments.

Standing committees giving ongoing advice to the curriculum development sub-committees is a common feature of all TAFE authorities across Australia. These committees are described by various titles, e.g. programme advisory and consultative committees in the ACT, advisory committees in Western Australia and Tasmania and programme committees in South Australia. Advisory committees of the State/Territory industry training commission or its equivalent are seen to be further advisors to curriculum development syllabus sub-committees or working parties. NSW and Queensland case studies show positive links with industry training commission advisory committees and all the remaining TAFE authorities show some linkage between the syllabus sub-committees and the appropriate apprenticeship authority in apprentice based vocational courses.

Only NSW and Queensland recorded receiving advice from trade unions. Even so, standing committees in most States/Territories have trade union representation.

All TAFE authorities listed at least one case study where liaison with an educational institution external to the authority was carried out, e.g. the Dental Hospital in NSW in regard to the Dental Technician Certificate and the South Australian Institute of Technology in the case of the Certificate in Geology. Such liaison with educational/training institutions external to TAFE were necessary in the instances cited, as both institutions shared the responsibility with TAFE for the conduct of the course.

8.3 LIBRARY SEARCH - RETRIEVAL

See Planning Strategies above.

8.4 TYPE OF OCCUPATIONAL SURVEY

The data from this sub-section (characteristic) reinforces what has been described in an earlier part of this section: that NSW, Queensland and Western Australia are the main users of the structured industrial survey for obtaining task analysis and performance skill profiles. All of the remaining authorities give evidence of using some form of structural industrial surveying for some of

their case studies, while personal interviews either by telephone or face to face with representatives of client groups is common to all States and Territories. The Quarrying Certificate and the Plumbing and Carpentry and Joinery trade courses in Victoria and the Geoscience Technician Certificate of the Canberra TAFE College are examples of national surveys.*

8.5 PLANNING METHODOLOGY

The sub-section relates to the mechanisms adopted by the syllabus sub-groups in designing the curriculum development of the course, particularly the structure and content.

All of the case studies examined in NSW and Western Australia indicated that the course structure and content relied heavily on the expected student outcomes based on performance statements. The Geoscience Technician Certificate in the ACT, the Basic Trade course for Automotive Mechanics in South Australia and the LPG Mechanics Course and Plumbing and Carpentry and Joinery courses in Victoria are also shown to be strongly influenced by performance statements derived from some form of industrial survey.

All of the case studies, according to the responses, based the general course aims on the tasks of the occupation with which the course proposal was linked. Eighty one percent of the case studies indicate the use of behaviourally oriented enabling and terminal objectives for course subjects or module topics.

Course assessment is shown to be mainly college based; continuous in type, as opposed to written terminal examinations; and a combination of styles, e.g. continuous assessment takes in class and workshop major and minor assignments, sometimes fieldwork, and self paced learning exercises.

The case studies, being all vocational, laid stress on the level of competency based on skill profiles as a vital element of assessment.

NSW, Queensland and Western Australia have units within their head office curriculum/research structures researching and developing assessment methods to effectively measure student performance, and assessment guidelines 'packages' are made available to the colleges. NSW is also involved with centrally set and marked assessment and this aspect is a feature of vocational courses under the control of the heads of school who have State wide responsibilities. Queensland's TAFE Curriculum Branch also systematically audits the student assessment procedures and instruments used by colleges through its official college based assessment scheme (C-BAS document is appended to the Queensland Overview in Section II of the Report).

*The latest developments in Victoria show that occupational analyses are the bases for curriculum development.

Queensland and Victoria are shown to be the main users of course piloting, although the mechanism is also a feature of the curriculum processes in the remaining authorities for some programmes, e.g. the Architectural Drafting Diploma at the Leederville Technical College in Western Australia.

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9. SYLLABUS DESIGN

9.1 COURSE DESIGN FACTORS

The level of the award is perhaps the most important factor influencing the design of any course.

The analysis of the total case studies shows that only two courses were described as being at diploma level: the Building and Quantity Surveying Course in the Darwin Community College and the Architectural Drafting Course in Western Australia.

All case studies listed the level of the award by the title, although the TAFEC study stream was rarely included.

Fifty four percent of the case studies were listed as technician certificate courses, forty percent as basic course awards and the remainder as diploma. It should be noted that the Western Australian diploma course equates with the middle level certificate (technician) of NSW and South Australia, while the Victorian technician course equates with the South Australian post trade course.

Forty one percent of the studies listed completion of year ten as the minimum level for entry to the course. Thirty two percent listed completion of year eleven and the remainder did not list a minimum level of entry.

All of the examples listed the total hours of course instruction by either a written statement or by deduction from the course structure.

Thirty eight percent of the courses were for full-time students with four courses open to either full-time or part-time students. The remainder catered for part-time students.

9.2 ACHIEVEMENT OF COURSE AIMS AND OBJECTIVES

The ACT, Northern Territory, Queensland, Victoria, Western Australia and South Australia, laid emphasis on the need to train generalists and all the TAFE authorities highlighted the importance of competency in the practical aspects of vocational training.

Except for the ACT and South Australia the majority of the case studies structured their courses with broad based core studies. However, the Commercial Certificate in South Australia appears to fit this category.

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9.3 CONTENT, STRUCTURE AND PRESENTATION

Some of the elements of this sub-section are hard to separate, e.g. all of the courses undergoing a major review modify the content of the existing course to varying degrees. Moreover, the modification of the course content is dependent upon the outcomes of structured and unstructured industrial surveys. For this reason a case study may be linked to several elements, e.g. some of the case studies listed for NSW and Western Australia link all the elements except the DACUM source of information.

The element of 'job description' heads the responses on how the course content was arrived at, with performance statements derived from an industrial survey following the initial recognition of the educational need.

In terms of structure, fifty six percent of the case studies were subject oriented, thirty two percent were modular, and twelve percent were strand oriented. Queensland was the main proponent of the modular structure.

The presentation of the courses vary with approximately twenty percent in semester form, thirteen percent in term, forty five percent in stages, fourteen percent in stream, and eight percent in unit presentation. Some of the courses were expressed in stages, but were presented in either semester or term arrangement. This does not alter the fact that TAFE courses appear to be presented in a variety of ways dependent upon the decisions made by the course developers.

9.4 SUBJECT AIMS AND OBJECTIVES - PRE-REQUISITES

There is an even balance between those case studies which list both subject aims and objectives and those only listing subject objectives.

Only two of thirty two case studies listed the subject objectives in non behavioural terms. The Advertising Certificate in NSW and the Building and Quantity Surveying Course in the Northern Territory listed the subject objectives in general terms.

Approximately thirty percent of the case studies stated the need for pre-requisites. These courses tended to be the higher level certificate or diploma courses where enabling subjects such as mathematics, science and English were listed. The need to have completed a trade course for post trade type courses also featured, e.g. the LPG Mechanics Course in Victoria and the electronics programme of short courses in WA.

9.5 ASSESSMENT AND QUALITY CONTROL

This sub-section (characteristic) repeats the earlier findings that all TAFE authorities tend to favour college based assessment, often influenced by head office assessment guidelines and in the case of Queensland quality control is effected through the auditing processes of the college based assessment scheme.

The data also reinforce the centralised aspect of terminal assessment in NSW for courses under the control of the heads of school who have state-wide responsibilities.

9.6 LEARNING METHODS

Queensland and Western Australia tend to make a feature of listing teacher guides in the syllabus documentation. As the title suggests the learning methodologies are helpful guidelines and are often the result of considerable research by units within the head office curriculum/research branches or their equivalents.

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10. FORMAL ENDORSEMENT - USE OF DOCUMENTS

10.1 ENDORISING BODY(IES)

Study area standing committees may be taken as a generic description of curriculum oriented committees, always with strong client group representation, within the structure of all the TAFE authorities. The analysis lists standing committees in this sense, but also shows more specific titles which are peculiar to some States and Territories. Quite specifically the course review committee appears to be peculiar to NSW where major reviews of existing courses are concerned; Western Australia uses the title area committee, but may also use the title review board in certain instances; the Territories tend to use programme advisory committee; Victoria uses the generic title; Tasmania makes use of advisory committees; South Australia relies on its programme committee system; and Queensland has tended toward special syllabus committees.

The analysis clearly indicates that the standing committee is the most regularly used body to endorse curricula proposals before their submission for final approval.

All TAFE authorities submit basic trade apprentice courses and in some instances, post trade programmes to the appropriate apprenticeship authority.

Professional associations, government departments and statutory authorities usually receive at least the draft of the syllabus for the middle level certificate range of course proposal, e.g. the Dental Technician Certificate in NSW, the Building/Quantity Surveying Certificate and Library Technician in Northern Territory, the Certificates in Geology and Commerce in South Australia, and the Quarrying Technician Certificate in Victoria.

In the Territories the official endorsement, but not final approval of a proposal, is always the responsibility of the college council, although the proposals receive an ongoing endorsement from industry by means of the particular programme committee.

NSW and South Australia were the only TAFE authorities to cite endorsement of a proposal by other State government departments.

Private organisations are sometimes asked to appraise and comment upon the syllabuses of certain courses, but this is not a usual procedure. Among the case studies which received informal endorsement of private organisations are: the Graphic Arts Trade courses and the Advertising Certificate in NSW, the Library Technician Certificate of the Darwin Community College; the Certificate in Geology in South Australia; and the Quarrying and Further Certificate in Management in Victoria. It is of interest to note

that the upsurge in mineral development in recent years has had the effect of large private mining companies focussing on TAFE authorities for the supply of para-professional education.

South Australia was the only TAFE authority which cited the person in charge of the Curriculum Development Branch as an endorser of a proposal as well as the standing committee and the apprenticeship authority.

The New and Revised Courses Committee is a high level committee of the NSW Department of TAFE and its role is to recommend to the final approving authority or to reject proposals and send them back along the line for further amendment. In the case of the Graphic Arts courses review, mainly because of the sensitivity of the revision among the disparate groups which form the industry, the New and Revised Courses Committee was heavily involved in the development process.

Of all the case studies offered for examination, only the Quarrying Technician Certificate course was submitted to inter-state educational institutions for endorsement. This rather special action was deemed necessary due to its implementation by external mode to the whole of Australia and the fact that other inter-state institutions are offering subjects of the course.

10.2 BACKGROUND INFORMATION

Endorsing bodies are mainly interested in the course structure, aims and objectives, subject content, level of study, the balance between practice and theory, assessment and whether the course gives some correlation between the institutional education/training and the 'on the job' component of the programme or the occupational tasks and competencies of the work place. In other words it is the syllabus document as such with which they are concerned.

Four States cited at least one case study where only the syllabus document received official endorsement: the Automotive Mechanics Trade Certificate Course in South Australia, the Farming Apprentice Course in Tasmania, the LPG Mechanics Course in Victoria and the Architectural Drafting Diploma in Western Australia.

The ACT, NSW, Queensland and Victoria list at least two case studies where some background information, e.g. survey analysis, was included in the endorsing process. The ACT appears to favour giving background information, as all their case studies were involved in the procedure.

The complete curriculum documentation was submitted to the endorsing body in one instance in NSW, no doubt due to its special application; two of the three studies in the Northern Territory did not separate the background information from the syllabus document; one of three case studies in South Australia used a single document; and two courses in Victoria submitted the full

curriculum documentation to the endorsing body. Full documentation at the official endorsement stage is not the usual practice, except perhaps in the ACT. The cases cited in the other TAFE authorities all had some special circumstance where the full documentation was deemed necessary.

Four of the six case studies investigated in Queensland were not given formal endorsement as a separate process, because the syllabus committees involved had given an ongoing endorsement for the industries they strongly represented.

10.3 SYLLABUS DETAIL

It is self evident that all case studies list the title of the proposed course and the general course aim or aims and/or course objectives.

Sixty percent of the case studies listed entry requirements in the documentation at this stage; all gave a clear communication as to the length of the course, either by a definite statement on total hours or by the course structure arrangement; South Australia is the only TAFE authority to include TAFEC stream of study and field; all case studies showed the course structure, mainly by diagram, but in several cases by description; only Western Australia included a statement on learning methodology in all of its case studies, and these were in the form of teacher guides, which is generally the case in the other States where learning methods are mentioned in the documents.

In all the case studies cited, except the Architectural Drafting Diploma Course in WA, where learning methods are included, they were applied to trade award courses.

In Queensland TAFE, assessment guidelines are submitted to the colleges separately, although this information is stated in the syllabus document.

The Darwin Community College listed one of its three case studies where assessment featured in the syllabus document. In Tasmania the assessment is left to the colleges implementing the courses. The remaining TAFE authorities all listed assessment in the syllabus document, but mainly as head office (syllabus committee) guidelines. In nearly all cases the actual assessment was college based, sometimes by college staff panels where the course was offered by more than one institution.

Fifth three percent of the case studies made reference to the presentation of the course and its relevance to the attendance pattern of the students.

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All of the case studies documents in the ACT and Western Australia had written statements on texts and references. Of the remaining TAFE authorities, NSW, Queensland, South Australia and Tasmania made reference to texts in at least one case study.

Although educational technology is an important part of any curriculum development, no TAFE authority made an explicit statement on the use of educational technology as such, but references to curriculum support services, which would include educational technology, were made in many cases. All TAFE authorities, when submitting course proposals for official endorsement, included some information on the reason(s) for the development of the proposal. Even in the instances where only the syllabus document was appraised and endorsed, some explanatory memoranda accompanied the document. Perhaps the most comprehensive background information is contained in the separate report document adopted by NSW when submitting course proposals for endorsement or final approval.

All endorsement documents list the subject headings (if not the content) for comment and endorsement.

Only one case study proposal in Northern Territory (Building/Quantity Surveying) and four in Queensland, were not given any formal endorsement external to industry representation on syllabus committees or external to Head Office endorsement because of the ongoing endorsement of the syllabus committees and Head Office persons during the earlier curriculum development.

10.4 ORGANISATION OF COURSE

All the case studies from the ACT were developed on a subject basis and arranged in stages, however there are some interesting developments where the stages relate to course streams, e.g. the Certificate Course in Interior Design.

South Australia and Western Australia tend to concentrate on developing courses along the traditional stages/subject model although modifications of this arrangement are evident, e.g. the Automotive Mechanic Trade Course in South Australia, which was developed along stage/subject lines, but in practice adopted a modified modular approach; and in Western Australia the Electrical Fitter Mechanic appears to be developing along a similar path.

Courses arranged along the traditional stage - subject model may be presented by semester or term and this is the case in NSW and Victoria.

Arranging course programmes into study strands is useful where the study area embraces a wide area of related skills and knowledge. For instance such a mechanism was used by NSW with the Graphic Arts Trade Course and Dental Technology; by Darwin Community College with Library Technician Course (this course presentation was an amalgam of stage/subject - semester - strand); and by Tasmania with the Farming Apprentice Course.

Another course arrangement mechanism, similar to the strand concept, is the stream approach. NSW made use of the stream idea with the Advertising Certificate; Tasmania used it for the Para-Professional Transition Course; and Victoria found it useful in arranging the Certificate in Farming and the Further Certificate in Management. All of these courses required basic core studies followed by a measure of specialisation. The Pre-vocational Course in Urban Horticulture and the Pre vocational Course in Graphic Arts in Queensland are both cases of core studies followed by specialisation.

A unique approach of using a theme plan was adopted in Victoria in arranging the LPG Mechanic Course. This latter course is almost entirely practical in its application with the student outcomes measured in behavioural task centred terminal objectives, all of which may be tested against the theme plan. Both the Plumbing and Carpentry and Joinery curriculum developers in Victoria adopted a similar policy.

10.5 ASSESSMENT AND OTHER STATEMENTS

As assessment has been treated above in the sub-section 'Syllabus Detail', this aspect need not be repeated.

All TAFE authorities recognise the importance of regular course reviews as an important component of quality control or maintenance of standards and relevancy. Queensland in particular regards its system of evaluating student assessment instruments (C-BAS) an essential part of quality control and maintenance of standards and relevancy.

Three of the five case studies from the ACT make reference to the review requirement for the particular courses and two studies in NSW also make statements in the documents. The Certificate in Geology in South Australia and the Electronic Vocational Short Courses in Western Australia also make reference to when the courses will be reviewed.

Of all the TAFE authorities, NSW has the most formalised written policy document (Administrative Circular 2215), although other authorities have policies on the need for Review. For example Western Australia calls for an indepth review of its major TAFE vocational courses every five years, and the ACT Further Education Accreditation Committee Guidelines lists course reviews.

The two case studies which Queensland formally submitted for endorsement made reference in the syllabus documents on piloting. Similarly Victoria also mentioned piloting in four studies. The absence of positive written statements in the documents does not mean that piloting of new and revised courses is peculiar to the States mentioned. All States, but not in all submissions, use the testing device of a piloting phase in one location before general implementation.

The ACT cited three case studies where mention is made in the curriculum documents of evaluating the course and Northern Territory and Queensland list one each in which an evaluation statement is made. Again, this is not to say the other TAFE authorities neglect evaluation of new and revised courses. As an illustration NSW makes a feature of evaluating new and revised courses during the piloting stage and Western Australia and Queensland tend to follow this pattern.

In South Australia the programme committee is formally responsible for recommending course evaluation, but as yet there is no formal policy document on indepth reviews for major courses.

11. FINAL APPROVAL AND ACCREDITATION FULL DOCUMENTATION

11.1 FINAL APPROVING AUTHORITY

Final approving authorities for TAFE vocational programmes vary from place to place depending upon the organisation of the TAFE authority administration in each State or Territory.

NSW has a stated official policy on final approval in which the Minister of Education approves any proposal which represents a departure from established technical education policy and any new course involving over three hundred hours of instruction or entry into a new field of training. The Director General of the TAFE Department gives final approval to new proposals less than three hundred hours and all major reviews of existing courses over three hundred hours. Certain course revisions may be approved by the Deputy Director General, while minor revisions of course content may also be approved by the heads of school.

Three of the case studies provided by NSW were given final approval by the Minister and the remaining two studies by the TAFE Director General. All courses proposed, either new or revised, must first be cleared by the top curriculum oriented, Head Office, New and Revised Courses Committee which is a sub-committee of the Board of Studies.

The Northern Territory administration structure for TAFE requires final approval from either the Minister or the Industries Training Commission, depending upon the nature of the course. In the main the Director-General of Education is the final official approving authority for some TAFE courses in Queensland. For revised courses and apprenticeship courses in Queensland the authority is delegated to the Director of TAFE.

In the colleges of the ACT and the Darwin Community College, the College Council recommends (endorses) proposals for final approval. All vocational courses in the ACT must be finally approved by the Office of ACT Further Education and for all vocational courses accreditation is carried out after approval by the ACT Further Education Accreditation Committee.

In South Australia the Director-General of Further Education gives final approval under delegated powers from the Tertiary Education Authority of South Australia (TEASA).

Tasmanian TAFE courses must be submitted to the Director of the TAFE Division of the Education Department of Tasmania and in Victoria the State Council for Technical Education (under a restructuring scheme to be renamed the TAFE Board); is the final approval authority.

In Victoria the final approving body for the course documentation cited in the case studies was the Curriculum Board of the State Council for Technical Education.**

In Western Australia the Divisional Council of Studies recommends all new and revised TAFE courses to the Director of Operations who finally approves under the delegated powers of the Director of Technical Education.

11.2 ACCREDITING BODY

The accreditation policy and procedure is clearly stated in an official document of the accrediting authority in the ACT (see FEAC Guideline Document in Section 2). All case studies listed for the ACT were officially accredited or were in the process of being accredited.

NSW has no single external body which accredits its TAFE courses, with the exception of TAFEC Stream 1 courses and other courses in advanced education (associate diploma) which are quite exceptional. The final approving authority in effect also accredits and a form of accreditation is seen to be given by the Apprenticeship Authority for trade course awards.

Northern Territory also lacks a clearly defined accreditation authority, although the recently established Industry Training Commission has an accrediting power in its charter for the vocational courses under its control. Again, it appears that the Minister in giving final approval also accredits.

Both NSW and Queensland have no single external statutory authority to accredit its TAFE course proposals, and the final approving authority also gives accreditation.

South Australia's TEASA has the power to accredit TAFE courses, but delegates this function to the Director-General of Further Education along with final approval powers.

In Tasmania the accreditation lies with the Director of the TAFE Division but always in conjunction with the Industry Training authority where the proposal relates to a proclaimed trade. Victoria and Western Australia have statutory authorities responsible for post secondary education.

The TEASA in South Australia may request course proposals in the TAFE area to be submitted to them, but usually delegate the approving and accrediting powers to the Director General of the TAFE authority.

**Currently the final approving authority for new and revised TAFE courses in Victoria is the TAFE BOARD.

In Victoria either the State Council for Technical Education or the Industrial Training Commission accredits and in Western Australia it is the Director of Technical Education Division.

11.3 BACKGROUND INFORMATION

All of the TAFE authorities provide an introductory section in the curriculum document being submitted for final approval. The depth of the background information varies from a condensed account to a more detailed historical background.

The analysis shows that all TAFE authorities in at least one case study included information on the type of occupational analysis carried out and the data derived from its examination. NSW, Northern Territory, and Western Australia used structured surveys in all their case studies. Queensland used the industrial survey methodology in three of the six case studies, Victoria four out of seven, South Australia and the ACT one each and Tasmania did not use the method in either of the two studies, although some interviews were conducted by telephone when exploring the Para-Professional Transition Course.

Eighty four percent of all case studies curriculum documents submitted for final approval included information on the membership of the standing advisory or ad hoc committees concerned with the proposal.

Apart from the case studies from the ACT, all other TAFE authorities supplied information in the overall curriculum document on the procedures followed during the curriculum development of the proposal (i.e. details of actual curriculum development processes used).

All case studies submitted by the ACT, NSW, South Australia, Victoria and Western Australia listed endorsing groups in the documentation. The remaining TAFE authorities had at least one case study in which endorsing information was given. Queensland generally does not as a rule include any statement on endorsement, as this process is considered unnecessary in light of the ongoing endorsement through the syllabus committee. However, the Pre-vocational Graphic Arts Course was an exception.

The data clearly show that written statements on endorsement in the curriculum documentation mainly apply to the middle level certificate courses in all TAFE authorities.

The relationship of the course to other courses within the authority and in external educational institutions is mentioned in the case studies documents of six of the eight authorities. Queensland and the ACT are the exceptions.

In the majority of case studies maintenance of standards is covered by statements on assessment. The ACT, South Australia and Western Australia listed a statement on assessment in all of the case studies submitted for examination. NSW had written statements on four out of the five studies, Queensland four out of six, Victoria four out of seven, Northern Territory one out of three and Tasmania did not make any written statement in the curriculum document supplied for investigation.

All of the case studies from the ACT, South Australia and Western Australia had references to resource needs in the curriculum submissions of all their case studies. Three out of five studies from NSW listed resource statements, two out of three in the Northern Territory, two out of six in Queensland (usually separate submissions), one out of two in Tasmania and one out of five in Victoria (separate submission).

Although piloting of new and revised courses features in all the authorities, but not in all cases, the data show that only Queensland, South Australia and Victoria mentioned this mechanism in some of their case studies.

Similarly, evaluation of new and revised courses takes place in all TAFE authorities, but reference to evaluation is not a regular feature. Four of the five cases in the ACT listed evaluation in the final document, Queensland listed it in two cases out of five, South Australia one out of three, and Tasmania one out of two. In Victoria only the Plumbing and Carpentry and Joinery courses documentation mentioned evaluation, and in Western Australia evaluation was not listed in the documentation of any of the three case studies (although both States are strongly committed to the evaluation process).

Thirty eight percent of all case studies had written statements on employment of the students in the curriculum documents and it is significant that almost all of these cases were in the certificate or diploma range.

Educational technology was not mentioned in any of the case studies curriculum being submitted for final approval.

Only the Interior Design Certificate Course proposal from the Bruce TAFE college listed staff development in the submission documentation. However, all TAFE authorities stress the importance of staff development as an element of curriculum development.

Queensland appears to be the only TAFE authority which uses documents separate from the syllabus for the submission of resources requirements associated with the course proposal.

11.4 SYLLABUS DOCUMENT

Eighty eight percent of all course submissions listed general course aims and/or objectives and sixty nine percent had written statements in the syllabus document on entry requirements. All studies indicated the length of the course, either in total hours or by deduction using the course structure. Only South Australia listed the TAFEC stream and field in the syllabus. Eighty eight percent of all studies presented a course structure in one way or another, mainly in stages. Those which did show a course structure were special in nature and application, e.g. the LPG Mechanism Course, which listed a series of student outcomes expressed in task centred terminal objectives. In Victoria both the Plumbing and Carpentry and Joinery case studies listed student performance objectives and tests in the syllabus document.

Statements on learning methods, mainly as student guides, are strongly featured in NSW, Queensland and Western Australia and only in the odd case study elsewhere. In Victoria both the Plumbing and Carpentry and Joinery courses have both teacher and student guides.

Seventy five percent of the total studies listed subject aims and/or terminal objectives and these were mainly presented in behavioural terms. Only one case study in Northern Territory had subject terminal objectives listed, the other two case studies used only the general course aims. Three out of six studies in Queensland listed subject objectives, one out of two in Tasmania, and five out of seven in Victoria.

Although all case studies show subject headings in the syllabus document, not all expand into the subject content, although those which do not form a very small minority. The data show that about fifteen percent of the studies only listed subject headings.

Only twenty eight percent of the total studies listed pre-requisites in the syllabus document. Again these courses were the higher certificates.

Fifty three percent of the studies had statements on texts and references, with the ACT and Western Australia showing all case studies requiring texts and references in the syllabus document.

Student attendance patterns feature in all of the ACT, Queensland, Tasmania and Western Australia studies. Victoria listed attendance in three out of seven studies, South Australia one out of three, Northern Territory one out of three, and NSW did not include attendance patterns in any of its proposals. In Queensland there is a diminishing emphasis on specification of attendance patterns.

If the level of the award can be assumed from the title of the course then approximately eighty five percent of the studies would be in this category.

Generally specific statements on the TAFEC or TAFE authority course awards were lacking in most studies.

Apart from the Fitter Diesel Course in Queensland, which will not be submitted for final approval until some time in 1981, the only case study not submitted to a higher authority for final approval and/or accreditation is the LPG Mechanic Course in Victoria, and the special circumstances surrounding its rapid development tends to explain why the course was implemented with the minimum of time and procedure.

12. STRATEGIES FOR THE SETTING AND MAINTENANCE OF COURSE STANDARDS

This curriculum development process deals with quality control and most of the sub-sections (curriculum development characteristics) have been treated in some of the other curriculum development processes which precede this one.

12.1 ASSESSMENT

The data indicate that although a number of the TAFE authorities, through their curriculum/research/assessment branches or sections carry out research on assessment and provide assessment services in the form of assessment categories (NSW), assessment guidelines, state examiners, assessment panels and other central assessing mechanisms, the application of assessment lies mainly in the colleges. Here in all authorities, the principal or head of school, along with the classroom teacher, form the 'front line' for ensuring a maintenance of standards. However, in Queensland the Curriculum Branch student assessment system (C-BAS) actually evaluates student assessment instruments.

The data also reinforces what has previously been shown: that assessment is mainly of the continuing type and follows a combination of methodologies including major and minor assessments, and where required, assessable external field work and terminal written examinations. In licensed trades such as Plumbing, external authorities still conduct final assessment, but usually in close association with the educational institutions.

Forty one percent of the case studies with practical components such as workshop or laboratory work, claimed that student outcomes were assessed by a mastery learning method. The respondents concepts of mastery learning ranged from a lecturer's subjective value judgement of the level of competency to well analysed objective, criteria referenced 'go - no go' competency tests.

Thirty one percent of the studies recorded written terminal examinations for course subjects and again this form of subject terminal assessment lay with the higher level certificate courses.

Queensland and NSW are the two main proponents of head office assessment guidelines or categories.

Victoria and Western Australia, both had one case study where the course assessment was a subject for a separate document other than the curriculum document.

12.2 LEARNING METHODS

Western Australia had written statements on learning methodology in all three case studies submitted for investigation and this

inclusion is in accordance with official policy on course proposal documentation. Queensland and NSW also appear to use this device as an element of quality control. In Queensland four out of six case studies had references to teacher guides in the syllabus document and NSW listed learning methodology guidelines in three out of four studies. Victoria included teacher guides in two out of five cases, South Australia one out of three and Tasmania and the Territories did not use this mechanism.

12.3 EVALUATION

In Queensland the Head Office Curriculum and Evaluation Section is responsible for the evaluation activity and to do this the Section works in close association with the colleges. Evaluation is mainly carried out during the pilot of implementation and is a planned and structured activity, which is oriented towards student outcomes. In Victoria evaluation is carried out by TAFE SERVICES where emphasis is on College programmes as well as the assessment of student outcomes.

In the other States and Territories evaluation is more college oriented, but the head office research personnel are heavily involved e.g. the Assessment, Research and Development Unit (ARDU) of the Curriculum Services Branch in NSW and the Applied Educational Research Section of the Head Office Research Branch in South Australia. The other TAFE authorities, except Darwin Community College and Tasmania (which do not have official curriculum/research sections) also involve research persons in the evaluation process in association with college staff.

The investigation also reveals that not all case studies examined underwent an evaluation process on a structured and formal basis, e.g. the Certificate in Quarrying, the Production Technician Certificate and the Further Certificate in Management in Victoria.

12.4 COURSE REVIEW

NSW, Queensland, ACT, Victoria and Western Australia all have formal clearly defined policies on indepth review procedures for existing major vocational courses. These review procedures are all based on time scales, e.g. major courses to be given in-depth reviews once every five years, unless significant changes have occurred due to ongoing course maintenance.

The evidence indicates that in the colleges of TAFE in the ACT and the Darwin Community College; the programme advisory committees of these institutions responsible for the study areas, are the principal groups who maintain a watching brief on the courses within their area. The heads of school being in close association with the advisory programme committees, are also directly involved with the maintenance of standards and the need for in-depth reviews of existing courses.

In all TAFE authorities where structured curriculum committee systems exist, the standing committee is the group to initiate a review programme.

12.5 OTHER QUALITY CONTROL MECHANISMS

The surveying of ex-students is an important strategy in ascertaining whether a course has really achieved its terminal objectives based on meeting the educational need of the employer and the student. Unfortunately this strategy is often overlooked when conducting occupational or industrial surveys.

NSW included ex-student responses in two of the surveys associated with the case studies. Victoria used this device twice, Western Australia and South Australia once, and the remaining TAFE authorities did not survey ex-students in any of the surveys undertaken.

The evidence of the responses to the questions on Validation indicate that Validation as a quality control mechanism is evolving in all States and Territories and that most efforts concentrate on whether terminal objectives are the right ones, i.e. how far does the acquisition of knowledge and skill performance in achieving the terminal objectives of a course or subject go in educating or training a student to perform at required level of competency in the work place?

The evidence also reveals that Validation is generally an internal check and that the first line responsibility lies with the colleges. However validation in the Victorian sense takes place in the work place.

Feed back mechanisms which validate curriculum development processes are built into the Instructional Systems Model adopted by Victoria and the ACT and form an ongoing quality control of the curriculum development. Tasmania will also be adopting a similar curriculum development model in the near future.

SECTION VI

NATIONAL FINDINGS

NATIONAL FINDINGS

PREAMBLE

Curriculum development processes are rarely static and often change with time according to the degree of flexibility tolerated by a curriculum development branch or section, the actual curriculum model being used, the personal style of the developer and the special circumstances which may surround a particular educational/training need or its demand.

Therefore it should be noted that the National Findings listed below of the TAFE vocational curriculum development processes of the Australian States and Territories, are based on the curriculum development processes reported on through the selected case studies during the investigation or data gathering stage of the study during October and November of 1980. In a number of instances changes in curriculum development models and organisational structures have taken place and some indication of these changes, and where they have occurred, is attempted by the inclusion of footnotes in the relevant sections.

The findings are national in that they derive from the interpretation of a comparative analysis of the TAFE vocational curriculum development process across Australia (Section V), as presented in diagrammatic form in Section IV.

To assist the reader to match the findings with the interpretation section, an attempt is made to categorise the findings according to their relevance to particular common core curriculum development processes.

COMMON CORE CURRICULUM DEVELOPMENT PROCESS

THE RECOGNITION OF THE EDUCATIONAL NEED

NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
There is a balance between the Head Office administrations and the colleges of the TAFE authorities in the recognition of educational/training needs.	Reflected in all TAFE authorities.	-	In Tasmania, inputs to the Head Office tend to outweigh inputs through the colleges for major course development.
Study area standing committees of the Australian TAFE authorities and/or apprenticeship authorities of the respective States and Territories are not usually the first point of entry of an expression of an educational/training need.	This finding is pertinent to most TAFE authorities.	Tasmania and Victoria in some instances.	The State advisory committees for the study area may be the first point of entry in Tasmania and with the standing committees of TAFE in Victoria.
Study area standing committees in Victoria and Tasmanian TAFE authorities are more likely to recognise the educational/training need in the first instance and to initiate immediate action than study area standing committees of other TAFE authorities.	-	As above.	As above.
Advisory/programme committees in the Territories are distinct features of each TAFE educational institution.	-	-	Due to the special character of the ACT Colleges of TAFE and the Darwin Community College and their relatively high degree of autonomy.
The dual system of TAFE delivery, where state-wide TAFE teaching schools and technical colleges blend their operations, is peculiar to the New South Wales Department of Technical and Further Education, although Tasmania has a similar arrangement between the study area state co-ordinator and the colleges.	-	-	This arrangement is unique to the States mentioned.
Study area experts actively engaged in TAFE vocational programmes, are usually reliable 'barometers' of changing vocational educational/training needs, because of their ongoing liaison with the particular industry.	-	-	-

COMMON CORE CURRICULUM DEVELOPMENT PROCESS		NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
INVESTIGATION OF THE EDUCATIONAL NEED	RECOGNITION OF THE NEED	- There are three distinct formal channels through which TAFE educational needs are recognised in New South Wales: - the Head Office structure - the state-wide teaching schools - the technical colleges. - The more centralised the TAFE activity, the higher is the incidence of Head Office recognition of the educational/training need. - The Head Office curriculum-research-evaluation branch/section is the main point of entry for both formal and informal requests for curriculum development. - There is a high level of formal requests for new and revised TAFE vocational courses in all Australian States and Territories.	Head Office and college recognition of needs. NSW Department of TAFE, Queensland Division of TAFE & the WA Technical Education Division are the most centralised of the TAFE authorities in terms of curriculum development. Reflected in all TAFE authorities. As above.	The role of state wide teaching schools. The SA Department of Further Education appears to be the least centralised TAFE authority in the conduct of curriculum development. - - Queensland TAFE CD tends to terminate with final approval of course. -	NSW is the only TAFE authority to have structured along state-wide teaching schools model. Tasmania and Darwin Community College do not have TAFE curriculum development branches/sections. - -
		- New South Wales and Queensland have similar administrative and organisational structures for dealing with TAFE curriculum development, although NSW Curriculum Services Division follows further into the delivery phase of the courses. - All TAFE authorities use other States and Territories equivalent courses as a datum level when first investigating the educational need for a new or revised TAFE vocational course. The main considerations being course structure and subject content. - The Tasmanian TAFE authority tends to accept the educational/training need expressed by the appropriate study area advisory committee as being valid. This action is probably due to the scale of the TAFE Division operation and the limited resources available to it.	NSW and Queensland Similar CD structures. Same mechanism used by all TAFE authorities. -	- Mainland TAFE authorities tend to investigate need by formal and structured means.	Tasmania is more likely to use an inter-state course which is relevant to the educational/training need, with varying modifications to suit local and State needs. Scale of operations.

COMMON CORE CURRICULUM DEVELOPMENT PROCESS		NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
— INVESTIGATING THE DEMAND —	— INVESTIGATION OF THE EDUCATIONAL NEED —	The most favoured method of investigating TAFE vocational educational needs in all TAFE authorities is by the formal, structured industrial or occupational survey, but this mechanism is not always practicable due to time and resources constraints.	Evident in the investigation of the need in all TAFE authorities.	Some TAFE authorities exploring less costly mechanisms e.g. the use of a modified DACUM approach in Queensland and Victoria.	-
		New South Wales appears to be the main proponent of the use of the formal and structured industrial/occupational survey when investigating TAFE vocational educational/training needs and demands.	As above. Victoria is moving strongly in this direction, especially since its adoption of the Systems Model.	More consistent in the use of structured industrial surveys.	Curriculum development activity tends to be highly centralised through the Curriculum Services Division.
		Queensland was the only TAFE authority to use a modified form of the DACUM approach to investigating the validity and nature of an educational/training need.	Other TAFE authorities looking to less costly investigatory research methods. Victoria also using DACUM.	-	-
		New South Wales and Victoria tend to survey past students of major courses about to undergo indepth reviews more than the other TAFE authorities.	-	-	The process of interviewing ex and current students of courses about to be reviewed, while not unique to NSW and Victoria, is a strong feature of both authorities.
		In the exploratory stage of most of the case studies, consideration of resources availability is expressed.	Tends to be a feature of most TAFE authorities at the investigatory stage.	-	-
		In general, demand investigation is covered at the time of the educational/training need investigation by all TAFE authorities.	As above.	-	-
		Demand is investigated formally by means of structured industrial/occupational surveys of most TAFE authorities for new TAFE courses (and is sometimes used to check the demand for existing courses undergoing major reviews).	As above	-	-

COMMON CORE CURRICULUM DEVELOPMENT PROCESS	— SUBMISSION OF COURSE PROPOSAL FOR COMMENT AND/OR PERMISSION TO PROCEED —	— INVESTIGATING THE DEMAND —	NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
			- Enrolment patterns of existing TAFE courses undergoing major reviews are the main means of checking demand. These data may be reinforced by the use of the industrial/occupational survey. - In the Tasmanian TAFE authority the demand data supplied by the appropriate study area advisory committee is usually accepted as being valid. - Most TAFE authorities have a formalised 'approval in Principle' curriculum development process, which follows informal discussion and communication. - The 'approval in principle' authority varies between TAFE authorities and is dependent upon the level of the TAFE vocational course. - In Victoria and Tasmania the recommendations of the appropriate study area advisory and standing committees strongly influence the decision to proceed with the curriculum development of TAFE vocational courses. - In the ACT TAFE colleges, the formal endorsement of the college council is imperative before approval in principle is given by the Office of ACT Further Education for TAFE programmes. - In all TAFE authorities client group pressures operating through a number of channels are the main influencing factors in securing approval in principle. This is contingent upon the availability of resources and the validity of the need and demand for the proposal.	As above. - In evidence from the case studies in all authorities. Outline documentation. - Reflected in all TAFE authorities through the case studies.	- Other mechanisms are used by the other TAFE authorities but they also use study area committees input on demand as a check. - The level of the authority to proceed further. - College councils (where they exist) in the TAFE colleges of the States usually do not have constitutional endorsing powers. -	- The reliance on the study area advisory committee on demand is unique to Tasmania. - ACT TAFE courses approval in principle more formalised and structured than most other TAFE authorities. The high degree of reliance on industrial based advisory committees is highlighted in Victoria and Tasmania. The ACT TAFE colleges have fairly high levels of autonomy and the college councils have wide powers and responsibilities for all aspects of the college operations. -

COMMON CORE CURRICULUM DEVELOPMENT PROCESS		NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
APPOINTMENT OF A COURSE DEVELOPMENT OFFICER & THE SETTING UP OF A SYLLABUS SUB-COMMITTEE	APPROVAL IN PRINCIPLE	- Political implications surrounding some TAFE proposals influence the decision to approve in principle the further curriculum development of TAFE vocational courses under consideration. - Queensland TAFE authority and the Darwin Community College make separate resource submissions for TAFE vocational courses seeking approval in principle. - Approval in principle documentation is generally simple in format: a brief background, a course structure, target group and assessment made. - Queensland appears to be the only State to include formally other Department/Division support/services branches and sections in the deliberations prior to submission of a new or revised course for approval in principle. However, curriculum development leading to syllabus approval is a separate process from approval to implement the course in particular colleges. - The executive officer of the programme/syllabus sub-group is most often an education officer of the Department/Division curriculum branch and is responsible for the documentation and the submission of the approval in principle activity. This function is generally carried out in consultation with his immediate SEO/PEO of the branch.	A feature of all TAFE authorities. - Common to all TAFE authorities. This pattern is common for all TAFE authorities having separate curriculum/research/development branches or sections.	- Most other TAFE authorities include a resource statement in the approval in principle document. - See statement above. Tasmania's equivalent to the education officer is a study area state-wide course co-ordinator. The ACT Colleges and Darwin Community College have a college staff member as the Executive Officer of syllabus group. In Victoria, the study area Executive Officer is college based but is a Head Office appointment.	In certain instances political implications can dictate the curriculum development methodology. This is seen in the unique method of developing the LPG Maintenance Course at Box Hill College in Victoria. In the case of Queensland TAFE the separate resources document ensures an early participation of the Authority's support/service branches in the curriculum development processes. - See statement above.

COMMON CORE CURRICULUM DEVELOPMENT PROCESS		NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
LINK WITH FORMAL CURRICULUM/RESEARCH BRANCH OF THE TAFE AUTHORITY	APPOINTMENT OF A COURSE DEVELOPMENT OFFICER & THE SETTING UP OF A SYLLABUS SUB-COMMITTEE	- In the TAFE authorities of Queensland, NSW and WA the appointment of an education officer of the head office curriculum branch as the team leader and/or Executive Officer, appears to be a formal policy of the authority. The remaining authorities either have different structures, as in Victoria and Tasmania or follow a more pragmatic path. - In South Australia the syllabus sub-group or working party of the appropriate programme committee generally elects its own chairman, who may be a head office person, but is usually a subject area expert from a college. - In all TAFE authorities the syllabus sub-group of the programme or advisory/consultative committee (either standing or ad hoc) is given a fair amount of freedom to plan, design and develop an appropriate syllabus for the course in hand. - All States and Territories, with the exception of Tasmania and the Darwin Community College have well defined and structured Curriculum Development branches or sections. - All TAFE authorities make use of ad hoc curriculum groups as well as standing committees. - Queensland tends to be moving away from standing committees and is using special syllabus committees for TAFE vocational proposals. - In most TAFE authorities the curriculum development processes include incursions into the implementation or delivery phase of the course in the colleges.	- - This feature is common in all TAFE authorities. - - - -	- South Australia is more flexible in the appointment of a syllabus sub-group leader than most other TAFE authorities. - Tasmania and Darwin Community College. - Most TAFE authorities have formally appointed standing study area syllabus/advisory/consultative committees. Less so in South Australia and Queensland TAFE.	- - - - - This appears to be particular to Queensland TAFE. -

COMMON CORE CURRICULUM DEVELOPMENT PROCESS

PLANNING MANAGEMENT OF COURSE AND ITS CURRICULUM DESIGN

NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
In South Australia formal curriculum development tends to cease with the final approval of the new or revised courses, although there are informal linkages between the Curriculum Development Branch, the Research Branch and the Operations Directorate.	Queensland TAFE	See above.	-
Relevant existing TAFE course subjects of other TAFE authorities are used in developing new and revised TAFE courses within a given TAFE authority. Most often course subjects are adapted to meet specific local needs.	Most TAFE authorities use other TAFE authorities courses during the early syllabus planning stage, but as guides only to structure, content and level.	Tasmania tends to utilise complete courses with adaptations to suit specific needs.	-
The planning of course content is strongly influenced by data derived from formally structured occupational surveys. The student behavioural objectives based on occupational task analyses, heavily influenced course content in trade based vocational programmes.	This is a feature of vocational course planning in all TAFE authorities.	-	-
In most TAFE authorities course objectives and subject terminal objectives are derived from expected behavioural achievements.	See above.	-	-
In trade based vocational courses there is a distinct move toward developing along modular or unitised lines.	Trend is reflected in all TAFE authorities, especially in the development of vocational trade based courses.	-	Victorian TAFE because of its adoption of modular structured vocational courses developed by means of an Industrial Systems approach to curriculum development.
Most TAFE authorities favour continuing assessment for vocational courses and tend to use a combination of assessment types.	Common feature.	-	-
At the higher level certificate course range, TAFEC Study Stream I and II, there is evidence of a trend toward educating and training generalists, rather than narrowly based specialists. The growing use of core knowledge and skills in the first stage of certificate courses reinforces the trend toward the broad based approach to TAFE vocational education.	The trend is evident in the case studies of certificate level courses in all TAFE authorities.	-	-

COMMON CORE CURRICULUM DEVELOPMENT PROCESS	FINAL APPROVAL AND ACCREDITATION, FULL DOCUMENTATION	NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
		- Except for the trade based vocational courses in Victoria, there appears to be a reluctance within TAFE authorities to list teaching/learning methodologies in syllabus documents. - In TAFE authorities where learning methodologies are listed, they are in the form of teacher guides. - New South Wales has the most explicitly stated policy document on the procedure for major reviews of TAFE courses. - New South Wales Department of Technical and Further Education and the Northern Territory TAFE Authority involve the Minister for Education in the final approval process of TAFE courses more than the other TAFE authorities. - In most TAFE authorities the Director General of Education (the Director General of Further Education in South Australia) or the Director of the TAFE Department or Division is the final approving authority for TAFE new and revised course proposals. - NSW, NT, Queensland and Tasmania have no single external statutory body which accredits TAFE new and revised courses. - WA, SA and Victoria have statutory post secondary education authorities which have wide powers of approval and accreditation. In all instances a measure of these powers is delegated to Directors General of State education, technical and further education, and further education departments to approve and accredit most TAFE courses.	The trend in most TAFE authorities is to use teacher guides, leaving actual teaching methods to the classroom/workshop teacher. See above. Most TAFE authorities have official policy statements. NSW and NT. WA, SA, Victoria.	Victorian TAFE, especially vocational trade based courses. See above. South Australia and Tasmania. - - Western Australia, South Australia and Victoria have post secondary education authorities. New South Wales, Northern Territory, Tasmania and Queensland.	The stress on the instructional systems approach to curriculum development. See above. Most comprehensive. - - The ACT Further Education Accreditation Committee. See above.

COMMON CORE CURRICULUM DEVELOPMENT PROCESS		NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
— FINAL APPROVAL & ACCREDITATION, FULL DOCUMENTATION —	— FORMAL ENDORSEMENT (USE OF DOCUMENTS) —	- Apprenticeship statutory authorities in the Australian States and Territories vary in title, charter, powers and responsibilities, but all perform a strong endorsing role in the submission of TAFE new and revised courses in the basic trade (compulsory) training area. - The informal endorsement by employer/employee associations is usually covered by the formal endorsement of the advisory/consultative standing (or ad hoc) committees. - Endorsing bodies may endorse the full curriculum document of a TAFE course proposal, but usually only the syllabus document is endorsed by the group. - Educational technology is not listed in curriculum documents by any TAFE authority when submitting TAFE course proposals for final approval. - All States and the ACT TAFE authorities, except the South Australian Department of Further Education, and the Tasmanian Education Department, have official formally expressed policy documents on the procedures for indepth major reviews of existing TAFE courses. - Nine of the thirty four case studies included information on the need for review of the proposed course being submitted for final approval. - Staff development needs specifically relevant to TAFE new and revised course proposals are not listed in final curriculum documents of TAFE proposals.	A common feature of all TAFE authorities in Australia. A fairly common feature. In most TAFE authorities the review/syllabus/advisory/programme/consultative committees endorse the syllabus document. A common feature of all TAFE authorities. - The lack of statements on in depth reviews of major TAFE courses in final approval documentation. A common feature of TAFE authorities final curriculum proposals.	- South Australia tends to use professional associations as well as the programme committee endorsement for some certificate level TAFE courses. The college councils of the ACT TAFE colleges and the Council of the Darwin Community College endorse full final document of the proposal. - South Australia and Tasmania do not have formal policy statements on course review. - -	- - - - - - -
		1573		1574	

COMMON CORE CURRICULUM DEVELOPMENT PROCESS		NATIONAL FINDINGS	SIMILARITIES	DIFFERENCES	UNIQUENESS
STRATEGIES FOR THE SETTING & MAINTENANCE OF COURSE STANDARDS		• Fifty percent (approximately) of the case studies listed texts and references in the final curriculum documentation. • There are positive movements in all TAFE authorities to come to grips with a suitable classification and nomenclature policy statement for TAFE awards relevant to that authority. • The establishment of effective mechanisms for the maintenance of standards and general quality control of new and revised courses is a feature of all TAFE authorities in the curriculum planning, designing, development and implementation of their educational/training programmes. • While some TAFE authorities have established formal and well documented policy statements in respect to maintenance of standards through major reviews, centrally established assessment schemes, piloting procedures, internal and external evaluation and validation processes*, other TAFE authorities** whose procedures were less defined, are moving from the less formal and fragmented approach to formally expressed policy statements and procedures on the maintenance of course standards.	As above.	-	-
			Formal and positive approaches to quality control mechanisms.	In the methodology of application. Procedures non formal, less well documented - mainly guideline.	NSW Heads of Schools with state-wide responsibilities for course maintenance of standards. -
		* For example, the New South Wales Department of Technical and Further Education major review Policy Document 2215 and its centrally established assessment categories for certificate courses; Queensland's centrally designed and college implemented C-BAS Assessment Scheme; Victoria's application of the Instructional Systems Model approach to vocational curriculum development, implementation and evaluation; and Western Australia's formal policy on major review and assessment procedures. (These policy documents are appended to the respective State/Territory overviews in Section II.) ** For example the South Australian Department of Further Education Research and Curriculum Development Branches' proposals on formal policies for maintenance of standards and major review.			

SECTION VII

NATIONAL RECOMMENDATIONS

NATIONAL RECOMMENDATIONS

PREAMBLE

The National Recommendations listed below are all related to curriculum development processes in TAFE authorities in Australia and were formulated and agreed upon, after much discussion, by the National Steering Committee. All the members of the National Steering Committee are senior officers of their respective TAFE authorities in the curriculum area.

Some of the recommendations are summations of the recommendations relating to the individual States and Territories overviews, which are listed in Section II. Other recommendations are outside of the specifications laid down for this project, but nevertheless, are within the ambit of the National Steering Committee in view of their responsibilities for curriculum development within their respective authorities.

Curriculum is a broad and diverse area which impinges on educational organisational and administrative structures at all levels and in nearly every area. Therefore to give the national recommendations direction, they have been categorised into three broad headings as perceived from a TAFE national perspective: shortcomings affecting TAFE vocational curriculum development; co-operation ventures; and complementary studies.

The reader's attention is drawn to the time frame in which this report is written. The general Report is mainly concerned with the curriculum development processes in TAFE in Australia at the time of the investigation (October-November, 1980).

However, this section of the report, the national recommendations, extend beyond the original time frame and were the perceptions of the National Steering Committee on curriculum development aspects of TAFE up to the middle of 1981.

1. SHORTCOMINGS AFFECTING TAFE VOCATIONAL CURRICULUM DEVELOPMENT

The National Steering Committee recommends:

- 1.1 That each State and Territory establish a structured programme of activities aimed at developing an understanding and awareness of the theories and local practices followed in developing a curriculum; and that the target group should include curriculum advisors, such as industry representatives, not actively involved in the actual curriculum development processes of TAFE vocational programmes.

The rationale behind such development activity is to create an awareness of the curriculum development and implementation processes in the advisor groups to improve an already high acceptance of TAFE courses by client groups. However, it must also be stressed that it is the prerogative of the TAFE authority to develop and implement its courses in accordance with its established procedures.

- 1.2 That each State and Territory establish its own procedural mechanisms for the co-ordination and integration of the curriculum development and implementation practices affecting new and revised TAFE vocational courses; and that the procedures should take effect at the commencement of the course development with the curriculum and implementation/operations arms of the authority acting in concert. The procedural mechanisms should include:
 - relevant staff development programmes involving both curriculum developers and college lecturing staff and focus on the implementation processes of the approved new and/or revised TAFE course(s). (This is particularly relevant where large numbers of lecturers, isolated from the development process, are suddenly required to implement new and/or revised courses);
 - provision of human and material resources to develop and implement the new or revised courses;
 - course evaluation, student assessment, and the maintenance of course standards.
- 1.3 That an investigation be undertaken into the establishment of a TAFE national policy or procedure covering the accreditation of TAFE awards. The Committee recognises the need for the transfer of accreditation of TAFE awards between the State/Territories, whether this be by an established agreement between the authorities or by a national TAFE accrediting body using a nationally accepted classification and nomenclature scheme for TAFE awards.
- 1.4 That all TAFE authorities establish policies and/or procedures to improve the response of TAFE curricula to technological change.
- 1.5 That all TAFE authorities have separate TAFE curriculum branches or sections. The curriculum development of new and revised courses in TAFE requires particular processes distinctive to the TAFE component of the post secondary sector, and are generally unrelated to the curriculum development of primary and secondary curricula.
- 1.6 That all TAFE authorities take steps to ensure the inclusion in the initial training of TAFE teachers, programmes related to TAFE vocational curriculum development, which are relevant, up to date and practical in approach.

2. NATIONAL RECOMMENDATIONS REFLECTING CO-OPERATIVE VENTURES

2.1 Preamble to Recommendation

The TAFE Clearinghouse is the repository of many TAFE projects covering a wide spectrum of TAFE related activities. Many of the projects deal with curriculum development of TAFE new and revised courses; course evaluation; major and minor reviews of TAFE courses, which may include industrial and/or occupational surveys and subsequent analyses; learning aids; and student assessment schemes - all relevant to TAFE development.

Information gained from the TAFE Clearinghouse can be useful in further research projects relating to TAFE activities, and as such, it is a valuable research tool. Curriculum developers and researchers, by their increasing use of the TAFE Clearinghouse, would tend to reduce the problem of 're-inventing the wheel' in the context of TAFE curriculum development, even though there has been, and still is, communication between the States/Territories during the exploratory stages of course development.

The TAFE Clearinghouse is seen by the National Steering Committee as a component of the proposed TAFE National Centre for Research and Development, and as such, may give a better and more comprehensive service to curriculum developers than they obtain by other means in terms of curriculum data. However, more work needs to be done in providing better descriptors by which persons conducting information searches may retrieve relevant data quicker than at present. The Clearinghouse abstracts are listed in the Australian Information Network (AUSINET), which also includes abstracts from the Education Research Information Centre (ERIC), hence the need for pertinent descriptors.

The National Steering Committee recommends:

- 2.2 That State/Territory TAFE systems continue to ensure awareness amongst teachers and curriculum developers of the functions and resources available to them from the TAFE Clearinghouse, and encourage contributors thereto.
- 2.3 That present endeavours aimed at standardising some elements of trade course curricula be extended in cost effective ways:
 - to other trades
 - beyond common cores
 - to other levels of award, e.g. middle-level and short vocational courses
- 2.4 That the establishment of a national system of classification and nomenclature of awards be expedited.

- 2.5 That TAFEC continue to support mechanisms for better interstate/territory co-operation on TAFE matters in general and curriculum development in particular.
- 2.6 That all States/Territories ensure that information flow between them about TAFE curriculum matters be extended. The Committee suggests that an officer in the TAFE National Centre for Research and Development be given the responsibility for the task of acting in a clearinghouse capacity.

3. NATIONAL RECOMMENDATIONS REFLECTING COMPLEMENTARY STUDIES

The National Steering Committee recommends:

- 3.1 That studies be undertaken at the national level into the implementation phase of TAFE curriculum, i.e. processes used to translate the given curriculum into a set of learning outcomes, and that adequate resources be made available to effect such studies.
- 3.2 That studies be undertaken at the national level to determine the effectiveness of various methods used to conduct job and skill analyses.
- 3.3 That studies be undertaken at the national level into the translation of job, skill and industry/occupation analyses into behavioural objectives and aspects of TAFE vocational course design.
- 3.4 That studies be undertaken at the national level into the nature and implementation of TAFE course quality control mechanisms.